

# CHILD-WELFARE MAGAZINE

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Vol. XIV.

MARCH, 1920

No. 7

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### President's Desk

#### Interchurch World Movement: A Call to the Colors

The Interchurch World Movement has issued the following stirring call which places before us facts which are startling in their significance:

"The United States of America has been invaded by three enemy armies which threaten our national existence. First, there is within our borders an army of five and a half million illiterates above ten years of age; second, there is an army of fifty-eight million people who are not identified with any church, Jewish, Catholic or Protestant; third, there is an army of twenty-seven million Protestant children and youth, under twenty-five years of age, who are not enrolled in any Sunday-school or other institution for religious education.

These triple armies constitute a triple alliance which threatens the life of our democracy. Patriotism demands that every loyal American should rush to arms and wage three great campaigns—a campaign of Americanization, a campaign of adult evangelism, and a campaign for the spiritual nurture of childhood." Intelligence and righteousness must be coextensive.

This is the call which is further outlined in the Statement and Budget for American Religious Education.

It further claims that for the secular education of the childhood of America the nation proposes an annual budget of \$1,241,000,000. For the spiritual nurture of this same army of future American citizens the church should provide a budget which will guarantee that intelligence and godliness shall be universal and coextensive.

The survey shows that the average Protestant child has only 24 hours of time provided annually for his religious instruction, while the Jewish child has 335 hours and the Catholic child has 200 hours.

Vacation and week-day schools of religion are absolutely necessary for the adequate training of the American people.

The National Congress of Mothers has long urged the organization of Parents' Associations in every church, to show parents their fundamental responsibility for the spiritual guidance of their children and to advise them as to the most successful methods of relating God's laws of life to the daily lives of little children.

It is encouraging to have this great Interchurch World Movement emphasize strongly this plan in the statement:

"The training of parents and the coöperation of the home and the church school constitute one of the next most important steps in the educational program of the church."

"America's Greatest Peril The Spiritual Neglect of Childhood. It is the seed plot of immorality crime, social unrest and anarchy." Reasons why the school and the church cannot do the work of the home are lack of time, as schedule above indicates. During three months the school does nothing—lack of experience of teachers, as fully a quarter are in their first year of teaching.

Training of parents and religious teachers is advocated and is the greatest need.

The survey by states and counties that is being made shows clearly where there are few churches and where needs are greatest.

No more broad tolerant far-seeing movement of laymen has ever been undertaken.

The spirit is the motive power of every life. 'If it is directed and inspired by the Source of all life, all wisdom and all power, it is a blessing to the world—"Suffer the little children to come unto me and forbid them not" is the Divine Command of the Master. By our neglect to lead them from infancy to look to Him, to make Him their guide, we fail in our highest duty to them. No material or secular advantages can make up for the deprivation of that spiritual nearness and dependence on the Heavenly Father.

Church and Home have not found the way yet to fulfill the Divine command to all the children, for all are His.

Get in touch with this Interchurch World Movement. Help it all you can, for it is founded on knowledge of condition, on respect for every denomination, on the desire to coöperate on the one common faith of Love to God, and Love to the Neighbor.

### **Military Bills Before Congress**

A bill is now before Congress which is numbered H. R. 8068. It provides "for universal military, naval and vocational training and for mobilization of the manhood of the nation in a national emergency."

All male persons shall, upon attaining the age of eighteen years or within two years thereafter, be subject to military or naval service for training purposes, and shall be inducted into the Army or Navy of the United States for this purpose and serve therein for a training period of six months and for such further time as may be reasonably necessary for enrollment, mobilization and demobilization.

Five dollars a month is the pay provided.

A Reserve to be organized into four armies, one for each army area will be the next step after the training.

Registration of all boys within three months after attaining the age of seventeen years is required. A National Military Administrator and one or more military administrators for each State or Territory of the United States with deputies, assistants, inspectors, aids and clerks are provided.

No person shall have a right to exception by reason of being physically unfit, and appropriate measures may be taken for the development of persons below the standard.

No person subject to service shall be permitted to furnish a substitute.

Is the United States ready to adopt a system which forces every boy to give up six months of his life to thinking and practicing for war? Is the United States in such grave danger and dire need that it must arm itself as never before? Have the lessons of German militarism been so quickly forgotten that we should so soon fasten on the youth of a free country a law which deprives them of all choice of occupation—defers the opportunity for professional education, defers the possibility of marriage at the normal age—builds up a reserve army of millions each year?

Every home in the land will be affected by such a measure as this. It is estimated that there will be twenty-eight million women voters when the suffrage amendment is in force.

Women served in this war. They are conversant with military affairs—with government, with world conditions. Will they give their consent to fastening militarism on this country? Will the millions of boys who came back endorse such a plan?

The best physical education, the best moral education lay foundations for every kind of service.

Some will always choose Army or Navy. Many would volunteer for six months' training. Why not test it by seeing how many would do it from choice?

Loyalty, desire to serve the country should be instilled into the hearts of every child, so that when the need arose they would meet it. All service in war days is not military or naval.

No measure would be more detrimental to child-welfare or national welfare than the enactment of a law for universal military training. It would be the incentive for every nation to increase its military and naval equipment to equal or surpass that of every other nation. It will mean an armed world, with war uppermost in the thoughts of the youth of the world.

We have fought this war in vain if as the outcome we are to have militarism forced upon us. Instead of winning the war we have lost it, if every nation arms itself as never before.

Are the Peace Treaty and League of Nations but scraps of paper? If we have no confidence in them, if they have no power to prevent war what a tragedy it will be.

Whatever the result, mothers, women, men will you permit the United States to show to the world its lack of faith in the Treaty by establishing a military force larger and more costly than any in the world?

At a caucus of Democratic Congressman, February 9, they went on record as opposed to compulsory military training. The majority based their opposition principally on the ground of expense. Willis J. Huling, of Oil City, took a higher ground in opposing it. He said: "I am firmly of the opinion that at no time have we had less need of military training than just now. There is no probability that for years to come will we need a large army. I am opposed to this scheme of compulsory universal military training. The place to give youths proper training is in the state public schools. The training of our youths should be in the care of the state. It is not the business of the federal government."

The following is the opinion of M. Clyde Kelly, Braddock: "I am for universal physical training instead of universal military training. I'm for that strong. Our experience in the draft should lead us to that very proposition. If we give our boys good constitutions and strong bodies, they will be in condition to take military training if it becomes necessary later on. The expense of universal military training would be \$500,000,000 or \$600,000,000. Physical training could be provided in every public school for \$20,000,000."

#### Declaration of Rights

"All men are born equally free and independent and have certain inherent and indefensible rights, among which are those of enjoying and defending life and liberty, of acquiring, possessing and protecting property and reputation, and pursuing their own happiness."

This the opening statement in the Declaration of Independence is one which all should know and respect. More and more are laws proposed which take away the rights of individuals. More and more is the tendency growing to forget individual freedom, and to force all into one groove. To do that is in violation of the fundamental principle of our Constitution. No two individuals are alike. No two individuals are in exactly similar conditions or environment. Individual freedom ceases to be a right, when it trespasses on the rights of others. Otherwise it should be respected.

Individuality is crushed, initiative killed, when freedom of choice is taken away. Compulsory military training for every boy would be slavery, not freedom. Parents and teachers who have the best development of children at heart must use discretion in dealing with each child. What interests and helps one may be quite uninteresting for another.

As far as possible there should be elasticity and discretionary power as to the best treatment for the individual child physical training, in moral development in the choice of study or of work.

The state cannot take the place of parents or of teachers. It can for its own protection help them to meet their individual problems with wisdom and discretion.

That is the purpose for which the National Congress of Mothers was organized—not to force all children to do the same thing at the same time, but to help each child to develop his highest possibilities in the directions which most appeal to him. Principles of right and justice are fixed. The growth of body, soul and mind vary. In all is the Divine spark of good.

#### Home and School Gardens

Children last year by their gardens produced many millions of dollars' worth of vegetables, fruits and flowers. They contributed to the food supply, while at the same time they were happily engaged in outdoor occupation of the most healthful, wholesome kind.

There is even greater need for their service this year. High cost of living, the continued necessity for sending food abroad, both demand the practice of thrift and production.

The government has cut down the appropriation for promoting this work, but every father, mother or teacher, who was interested last year should continue that interest now, and with a sense of greater responsibility for extending the movement.

Mrs. Fred T. Dubois, of Blackfoot, Idaho, is Chairman of Home and School Garden Department. She has a practical knowledge of gardening, having successfully managed a large ranch, and being deeply interested in conservation. The Bureau of Education still has its Home and School Garden Department. The Department of Agriculture was a pioneer in enlisting the interest of boys and girls in gardens. It has helpful suggestions.

#### Child-Welfare Notes

As a result of the comprehensive study of thrift adopted by the state of Arkansas for its public schools, a strong movement for simplified dress of pupils is spreading throughout that state. The movement originated in the schools of Searcy where practically all the boys and girls have adopted a school dress which consists of blue overalls for the boys and middie blouses, a dark skirt, woolen or cotton stockings and low-heeled sensible shoes for the girls.

The adoption of a simplified school dress is in no way compulsory, but has been popularized by the pupils themselves with the encouragement of their teachers.

"There are many reasons why this reform should grow and be of benefit to the communities," said County Superintendent of Schools, J. W. Henry of Searcy. "While the plan was evolved in the first place as a means of saving and conservation, the other benefits are now showing even more to be desired results, and as far as I can see the plan is becoming more popular each day."

"At first we had in mind only the saving plan. The Treasury Department's campaign started the thing. We wanted the pupils to buy War Savings Stamps and Thrift Stamps. And we wanted them to save money."

"We figured out that each boy who dresses according to the prescribed rule will save \$30 each year on the clothing he would otherwise have to buy. Each girl will save \$45 every year by discarding the garments she formerly wore and adopting the common-sense garb. With just a portion of this saving invested in U. S. government securities, Uncle Sam will have a large amount of ready money at his disposal and each pupil will have a nest egg when he leaves school."

#### STANDARDS UNSATISFACTORY

(Taken From Commission Series No. 3 and Other Sources)

Of the 600,000 public school teachers in the United States it has been estimated by competent authorities that:

200,000 have had less than four years' training beyond the eighth grade;

300,000 have had no special professional preparation for the work of teaching;

150,000 are not beyond 21 years old;

65,000 are teaching on permits, not being able to meet the minimum requirements of county superintendents;

143,000 dropped out of the profession in 1919.

Of the 20,000,000 children of the United States 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is clearly inadequate.

As a necessary requisite for improving standards, teachers' salaries must be increased and placed on a living and saving basis.

**SOUTH AFRICA**—Child-Welfare Conference was held for a week at Durban, September 9, 1919, and delegates from all parts of the Union were present. Mayors, Councillors, M.O.H's. and leading representatives of social service bodies attended. They studied infant and child welfare with reference to municipal effort in regard to delinquency, backward and defective children, and devoted two days for the study upon special papers prepared by experts. This is the third conference which shows that their conception of this work is not local but nation wide.

**NEW ZEALAND.**—They have been able to show results from the work, which is so definite that only by getting their complete reports can

one judge of the great possibilities that are achieved in a short time by concerted action.

#### FRENCH LEGISLATION FOR EXPECTANT MOTHERS

Consequent on the marked decline of their birth rate, the French people have been making a great effort to save the babies.

The "Loi Strauss" came into force in the month of June, 1913, but it has been modified by the Act of December, 1917, and has for its object the securing of a time of rest to women during the latter part of pregnancy and the beginning of the nursing period.

This law makes three wise provisions:

1. The pregnant woman has the right to leave her work at any time during pregnancy without having to pay an indemnity for breach of contract.

2. Employers are forbidden to employ a woman during the first four weeks following confinement.

3. Every woman without sufficient means of support has the right to an allowance during the four weeks preceding and the four weeks following her confinement.

The applicant must be a French woman and must have no other sources of income than her own wages. The form of claim must be sent to the mayor of the commune and, accompanying the request, there must be a medical certificate stating that she cannot continue working without risk to herself and her child. The claim is usually made during the seventh month.

Upon receipt of this request, the "Bureau de bienfaisance" makes all due inquiry and, according to the information obtained, the assistance is either granted or refused.

The grant during pregnancy varies from 50 centimes to 1.50 francs a day, the municipal council fixing the sum between these two figures. In Paris, the grant is the maximum amount with 25 centimes added by the Council.

After confinement, the grant is the same, except that where the mother breast-feeds her child, she receives an additional sum of 50 centimes. If, however, the woman is in hospital, the allowance is reduced by half, provided she has no other child under the age of thirteen years.

The funds to meet this charge are provided by the town, the department and the state in varying proportions, the proportions in Paris being about half by the department and state.



## **An Opportunity for Service**

By MRS. H. G. TARCHY

Opportunity is a thing rarely thrust upon us, but rather a creation of our own ambitions.

How many created the opportunity to work during the war; to take time away from home, when before the very suggestion of such a thing from some one else or the faint wish to think so for herself would bring a guilty feeling to most women?

It was found to be possible, and no one seriously neglected her home duties. Perhaps there was more dust to be seen upon some of the furniture, but there was never a lack of food for the family; different kinds from former times were served, many new and easier methods were employed to bring about satisfactory results, and with no criticism whatever from members of the family.

Everybody was at work for others, everybody was thinking of others, and of the burdens others were carrying. One of the greatest demonstrations of unselfishness was constantly before us.

Women who had husbands or sons in the service were not the only ones working for "the boys"; all women were working for the other mother's husbands and sons; they were all banded together to perform in the shortest space of time the greatest amount of work possible to make conditions better for mankind.

Now comes the period of readjusting ourselves. As we are not called upon to work so arduously for the Red Cross and other organizations in need as we were, we find we have the time to do something for somebody else, and the question arises, Where shall I turn my energies; Where am I most needed?

The National Congress of Mothers and Parent-Teacher Associations answers that, for where is there an organization which has such an unlimited scope of work for all?

Women have been made to realize that they cannot live for themselves; they have always been told that fact, but only just now have they realized or known it, and it comes with such force it almost overpowers them with its stupendous meaning.

Then they look about for opportunities to satisfy their troubled consciences, and appease the unsettled longing to be of use to some one besides their very own.

Women who were summoned and fortunate enough to attend the first Congress of Mothers at Washington, D. C., and heard Mrs. Birney give her soul-stirring address, began to realize that they could not live to themselves, that they must know conditions outside their home and make a study of them and try to better such conditions for the good of their very own children as well as those of the other mother.

The aims and purposes of the organization formed at that time were, and do stand for the very thing needed, the raising the standard of the home, for as every child comes into some home, it is absolutely necessary that those homes shall be the best possible, for the influence of the home is never forgotten.

The necessity for home training and in training parents who make the home, is brought to us with greater force than ever before when we know how many physically deficient boys were found by the examinations for military service. If the parents of those boys had done their duty by them when small children, they would have passed satisfactorily the tests.

No doubt in many cases it was ignorance, but as ignorance of the law does not excuse one from punishment when the law is violated, so ignorance of the laws of health on the part of the parents did not excuse our boys who were deficient.

We must set about training parents as never before. Average parents will set about it themselves, for the feeling of personal guilt will compel them to do so, but that will not be the case with all, for many lack responsibility, and will be willing to shift the burden, or else "let George do it."

So this is really the most wonderful opportunity to put before the parents the work of National Congress Mothers and Parent-Teacher Associations and enlist them to help in the great work of training through its many departments, the parents who are not realizing their responsibility as parents. The future does depend upon them, they are as responsible as our teachers, yes even more so, for the character of the nation is truly more definitely formed in the homes than in the schools.

The parents have the first chance, and it is the work of the Mothers Circles and Parent-Teacher Associations to give the opportunity to parents to learn how train their children wisely.

This is Americanization in a sense, but not of the foreigner only. It is to make good American parents of our Americans who have neglected their own education to the detriment of their offspring.

It takes courage to undertake the work, and to do it as it should be done, but at this time of the year when we have had brought back to us so forcibly the aims and purposes of the National Congress of Mothers and Parent-Teacher Associations in our Founders Day Programs, we should be able to arouse enthusiasm to an extent impossible at other times, and so let us grasp this opportunity and get everybody busy.

Enlist mothers to help other mothers and the motherless, women who are not mothers, but

who have the mother-love in their heart. Some of our best workers are just such women; to them seems to be given a vision and ability to make real the vision which real mothers do not always possess.

Let us impress upon our parents the message of the Founder of the greatest organization for child-welfare existing.

"When character-building begins in the cradle, and is given the greatest prominence in all education, and in all work, then will principle, rather than policy dominate the lives of men and women and truth and justice, twin attributes of character will sit enthroned in human consciences."

## Book News

**Use and Preparation of Food**, Bulletin No. 35, Home Economics Series No. 3, Government Printing Office, Washington, D. C.

A valuable Bulletin on the use and preparation of food has just been issued. It is one that will be beneficial to any housekeeper.

**Church and School**, part of a message of Commissioner Kendall, of New Jersey, addressed "to the clergy and people of the State of New Jersey," in behalf of educational Sunday, October 12.

There are two great organizations whose distinctive purpose is human betterment—the church and the school.

Their status in a community is that measure of that community's intelligence and of its progress in those things which make for better living.

If these institutions are generously supported the community is rich—rich not only in the goods of this world, but in those things which are eternal.

The spiritual contributions to human welfare of the two institutions are immeasurable.

The school and the church, then, have much in common. That child is fortunate who lives in a home where his upbringing is the first care and concern of mother and father; whose parents realize that the entire responsibility for the formation of his character must not be thrown upon the school and the church.

Year by year the school enlarges its influence.

The intelligence of the child is of paramount interest to teachers; but his health, or physical well-being, is assuming nowadays more importance.

Some provision is made for his industrial life, for hand competency, which was so important a part of his training under old-time conditions.

Teachers are not unmindful that the purpose of the schools in part is to furnish the child resources for his enlightenment and the profitable use of his leisure time.

Not only is he a citizen of a small republic called the school. His life there fits him in a degree for the larger life of the neighborhood, the county, the state and the nation.

To be sure, the work of the schools—of any single school—is imperfect; for it is a human enterprise.

The greatest need is better teaching, and always will be. A great need is an extension of educational opportunities by means of different kinds of schools. A great need is more vitality in all our educational processes and endeavors, to the end that in our noble Republic, intellectual life, physical life, industrial life, civic life, and spiritual life may all be strengthened.

More generous support must be had, and there should be more public interest in education.

The promotion of public education in this republic is a challenge to all forward-looking men and women.

## Causes of Mental Troubles

### *You Can't Overwork Your Brain*

Don't be afraid of thinking too much. You can't. "The more the mind does," said William James, "the more it can do."

A great doctor—Dr. Boris Sidis—recently said: "In all my practice as a physician dealing with nervous and mental diseases, I can say without hesitation that I have not met a single case of nervous or mental trouble caused by too much thinking or overstudy. What produces mental

trouble is worry—emotional excitement—lack of interest in one's work."

So, don't be afraid. Think. Study. Plan. Train your mental powers. You cannot overwork the brain as long as you allow it time to recuperate.

It is worry that destroys the brain—worry and fear and bad feelings and mental idleness.  
—Marketing.

## Are Girls More Refined By Nature Than Boys?

By PROFESSOR M. V. O'SHEA

The University of Wisconsin

There is a popular belief that boys are crude and rather vulgar by nature. This tradition has become established because girls, after the age of three or four at any rate, seem to be more refined than boys in speech and in manners. But the difference may not be a native one; it may be due to differences in training and especially in environment and companionship.

From early childhood boys are subjected to rough associations from which girls are protected. Boys are permitted to hear obscene language, which girls, speaking generally, never hear. Vulgar people try to restrain their coarseness when a girl is present but they never think of doing so before a boy. Even in public performances, as in the theatre, obscenity is often indulged in if only men are present, whereas little if anything of the kind would occur before girls or women. Lewd actions are exhibited before boys and men; while girls are never admitted to places where such actions are permitted.

If boys as well as girls were guarded from vulgarity and their activities rightly directed, society would hold the same moral standard for men and women. The late Speaker Cannon held the same standard and the following story is pertinent. At a stag dinner where he was once toast-master, a certain congressman prefaced a vulgar story with the words, "As no ladies are present, I will tell the following story."

"Pardon me, you may omit that part of your remarks," interrupted Speaker Cannon; "though no ladies are present, many gentlemen are."

Public sentiment always requires that the

environment of the girl be more wholesome and refined than that of the boy. If boys are more susceptible, why are they not safeguarded? Will someone who is in the habit of ascribing native vulgarity to boys please answer this question?

Thoughtless, though doubtless well-meaning people are constantly seeking to improve the environment of girls so as to keep their thoughts, feelings and conduct wholesome, sweet and refined, but they let boys grow up under debasing conditions and then lament over the fact that they are not naturally refined and scrupulous about their speech and manners. Many parents expend more time and money in getting nice-clothes for a daughter than for a son and then they wonder why he is not so particular as she is about his appearance. The result of this general indifference to a boy's esthetic nature is, of course, that the boy, as a rule, is coarser in his thought, speech, and action than the girl. But is the difference due to sex or to the fact that we neglect the boy and permit him to look out for himself with the result that he is often subjected to vicious suggestion? It is a wonder that, take boys as they go, they are not worse than they are.

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The National Kindergarten Association is conducting a series of children's matinees with the coöperation of The National Juvenile Motion Picture League.

Those interested in better pictures for children may obtain all particulars by addressing the League at 381 Fourth Ave., New York City.

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## United States School Garden Army

Two and one half millions of children were enrolled in the United States School Garden Army in 1919. It is estimated that these children produced food valued at \$48,000,000. With the coming of a new year the problems that confront us as educators are to increase this army, to make the garden work more permanent, and to increase its educational value. The motto of the Garden Army—"Garden for every child—Every child in a Garden"—only can be realized when gardening becomes a definite part of school work, says John L. Randall, Director.

The President recognized the value of school-supervised gardening by making it a productive line of defense during the period of the nation's need. Congress has appreciated the service of

garden leaders to the country and has recognized the permanent value of this work by granting an appropriation to continue the United States School Garden Army. This is a work not for ourselves or any organization but one devoted in a spirit of service to the education of children.

*Educational Value.*—City children will form habits of industry and regularity by utilizing their energies on the back yards and vacant lots that are now largely unproductive. School supervised home gardening requires only a limited amount of school time but it should have as definite a place and credit as any other school subject. As a practical out of school hour subject, gardening admits of the widest kind of correlation with other studies. There is no

school subject from which more real knowledge can be gained of science, of art, of life's relations than from dealing with living, growing plants.

*Gardening Produces Vegetables and Fruits—Wealth—Men and Women—A Better World.*

Food produced in the city will not require transportation and garden foods will reach the table in the most edible condition. The value of the garden products of an individual child may be small but multiplied by the production of millions of children the result will add materially to the nation's wealth. Boys and girls who are now consumers only may become producers and helpers in the real economy of the home.

*Plans for 1920.*—The United States School Garden army is not a temporary organization. Its aim is permanency of production through education.

1. *Organization.*—The formation of companies should be continued. The company simply establishes a working unit that may include a class, a school, or any other group adapted to local conditions. The number in a company may vary from ten to one hundred and fifty.

2. *Age limit.*—Any school child may be a member of the Garden Army. All pupils from the third to the eighth grade should be enrolled in companies.

3. *Requirements for Enlistment.*—Any child may enlist by signing an enlistment blank by which act he agrees to raise one or more food crops and to keep a record of his results, reporting them to the garden teacher or supervisor. One enlistment blank is required for each thirty children. The required number of enlistment blanks may be obtained by filling in and mailing the enclosed post-card.

4. *Officers.*—Each company should have a captain and one or two lieutenants, the latter depending on the number of pupils enlisted. The officers will be of great assistance to the teacher in securing enrollment and supervising home gardens.

5. *Insignia.*—The 1920 insignia is made by lithographing the U. S. S. G. design on a celluloid bar and has a bangle pin attached. The insignia is complete and ready for distribution to the pupils when received by the teacher.

For the privates: Green field, crossed hoe and rake, and plain center.

For the second lieutenants: Green field, crossed hoe and rake, and one gold star in center.

For the First Lieutenants: Green field, crossed hoe and rake, and two gold stars in center.

For the captain: A double gold bar, green field, crossed hoe and rake, and eagle center.

6. *Posters.*—Five posters (two new) have been prepared by famous poster artists and are available for free distribution for posting in school rooms where U. S. S. G. companies have been formed.

7. *Certificates.*—A certificate signed by the Secretary of the Interior, the Commissioner of Education, the Director of the U. S. S. G. and a space left for the signature of a local official has been engraved. This certificate will be presented at the end of the garden season to children who have achieved a real success. Standards for awarding the certificate will have to be left largely to the local supervisors or teachers. These standards should be high but such as can be reached by all children who make an honest effort.

8. *Record Blank.*—A sample record blank is being printed which can be adopted by local communities. Its adoption by many cities will establish a uniform standard for awarding certificates.

9. *The Teacher.*—The garden teacher is the most important factor in the success of the garden. The company formation, officers, insignia, posters, etc. are valuable in arousing the interest of children. They are, however, only a means to an end and permanency depends on selecting a teacher—and adequately paying for garden supervision.

10. *The Manuals of Garden Lessons.*—Manuals of garden lessons have been written for the five climatic regions of the United States. Those manuals were written by agricultural college graduates who have also had many years of pedagogical experience. The lessons are adapted to class room instruction and yet are so practical that they may be used by the teacher when directing actual garden work. Manuals are free to teachers. Copies for the use of pupils may be purchased from the Superintendent of Documents Government Printing Office, Washington, D. C.

*Productive Value.*—In his message to the Sixty-Sixth Congress (December 2, 1919) the President, in speaking of the American farmer, said: "He indispensably helped to win the war. But there is now scarcely less need in increasing the production in food and the necessities of life. I ask Congress to consider means of encouraging effort along these lines."

The same fact is given great prominence in the statement of the United States Council of National Defense on October 6, 1919.

"The United States Council of National Defense, composed of the Secretaries of War, Navy, Interior, Agriculture, Commerce, and Labor, has made a careful investigation of the high-cost-of-living problem and finds that the nation's productive powers have not been utilized since the armistice.

"That too few goods, notably the necessities of life, have been produced.

"The Council believes that the remedies for the situation are:

"To produce more goods, and to produce them in proportion to the needs of the people."



## **Training Little Citizens**

### **The Child's Right to Happiness**

By SUPT. NATHAN C. SCHAEFFER

A man in middle life once wrote to his parents, "I shall never cease to be thankful for the happy boyhood which my father and mother gave me. It is a treasure house of memories more valuable than gold and silver."

Fathers sometimes forget that children have the right to be happy at home as well as at school. Let fathers become the friends and companions of their children, share in the Sunday walks and talks, evening games and stories, help with studies of take an interest in inspecting some achievement. The right relationship between father and child will increase when mothers cease to resort to the father's discipline and punishment as a threat for disobedience. Any man prefers to work and sacrifice for an affectionate, confiding child than for one who has been led to consider him a harsh judge and strict disciplinarian.

Almost anything which a child can claim as his very own, can protect and care for will serve to develop his affections, and increase his sense of responsibility and self-respect. A dog, a cat, rabbits, guinea pigs, pets of any kind are a source of joy to any child, for it takes very little to make healthy children happy.

Playmates are helpful in adding joy to the child's life, and an only child should frequently have playmates. Little friends should be invited to the home, and the child encouraged to share his toys with them. Every child, too, should have the opportunity to go to the social kindergarten, for in its democratic atmosphere, little people of all types come together. The over-indulged, the neglected, the shy and the backward all meet on common ground and learn adaptability and self-control in their happy activities.

There is nothing which a boy despises more than idleness and inactivity. On the other hand,

toil and fatigue, day after day stunt growth and take the joy out of life. A certain farmer once complained that the school enticed all his children away from the old farm. Upon inquiry, it was found that he assigned useless tasks on rainy days to keep them busy and that they never had any time for play or recreation. The leisure and the companionship of the school were the only relief from drudgery which those children ever knew, and only through compulsory attendance laws was that relief insured them. "All work and no play makes Jack a dull boy." On the other hand, all play and no work is the curse of the rich man's son.

Every child finds satisfaction in work for which he receives pay. So-called projects from which he derives an income and for which he is responsible, give him a taste for work and develop an appreciation for the value of money. "I'll pay you back when we get home," whispered a self-respecting son of nine as he watched his father pay the family carfares one Sunday morning. A smile crept over the kindly face of the father as he replied, "No indeed, Sonny."

Both city and country children have opportunities to earn money. Though a farm may be the graveyard of talent, it is the best place to spend one's childhood if life there is coupled with good school advantages.

Children's Matinees, given at the Plaza Hotel in New York City, under the direction of the National Kindergarten Association and with the assistance of the National Motion Picture League, are demonstrating the power of the Screen to entertain wholesomely.

The League, at 381 Fourth Ave., New York City, is publishing these programs of carefully chosen pictures in its weekly bulletins of endorsed films. Send for samples.

## **How I told my Boy of Five Years**

"Mamma! Ralph has a new, little, baby, brother. I just asked his mother where she got him, for I told her we wanted one, and what do you think she told me?"

This was the excited introduction of my small boy, one afternoon, to a most interesting discussion.

Taking him upon my knee, I asked him to tell me what my neighbor friend had replied, "Oh," he said, "She told me a great big bird—I think she called it a stork—came with it, tied in a

bundle and hanging from his mouth. I told her I was coming straight home to ask my mother about it, so now mamma tell me, did that bird bring that baby?"

"But," I replied, "if Ralph's mother told you all about it, why did you say you must come and ask me?"

"Well, mother, it's just this way, I know you have never told me a lie in all your life, and somehow I'm not so sure about Ralph's mother. Please mother, now, say yes, the bird brought it,

or else say no, the bird did not bring it; then I will know."

"But you are so young, I believe we had better wait, when you are a little older. We will tell you all about it when we are sure you will understand son."

"But, mother, I come in many times every day and ask you questions and you answer me yes, or no, why not answer me this the same way?"

Looking into his eager, up-turned face, I said, "No, son, the stork did not bring the baby."

A look of such complete satisfaction swept over his little face as he smilingly replied, "I knew it, mother, I knew it all the time. Why, mother, you told me God sent the little babies and that God knows all things, so I knew he must know a safer way of sending a dear little baby than just hanging in a bird's mouth."

"When I was coming up the side-walk I just thought, if that big bird was bringing a baby and should just open its bill, the fall on this hard side-walk would likely kill the baby. I guess God has more sense than that. Why, I have more than that myself."

And sliding down from my knee he continued "Now I am going straight over to Ralph's, to tell his mother that it is a sin for her to tell him what is not true. But first, mother, how does God send them?"

Taking him again upon my knee, I explained how the body was divided into rooms, something

like a house. Into one room our food went, in another room were our lungs where we breathed in the air we needed, while in another warm, cozy room the little baby lived until it had grown large and strong enough to breathe and eat all by itself. Then it was born as we call it and we can see and feed it and watch it grow."

"Well, mother, I am going to ask God to send one to that room in your body so we will have one like Ralph." I told him that in a few weeks he was to have a little baby brother or sister, and I shall never forget how slowly and carefully he slipped down from my knee and, looking up, said: "Mamma, have I ever hurt you when I have run and jumped on your knee?"

I reluctantly said that sometimes he had jarred me just a little, and he replied: "But, mother, if you had only told me sooner I would have been so careful of you. I will never hurt you again," and he never did.

About six years later when we were again expecting a little one, he made a remark that enlightened me of his ignorance, so again I told him. He colored slightly and said: "Isn't it strange I never thought of it, I must be stupid."

"But," I said, "do the boys at school not discuss any of these things." "Oh," he replied, "if they begin anything like that I always tell them that they can't tell me anything I don't know for my parents have told me all there is to know."

## Summary of a National Bill for Physical Education

A national measure providing for physical education should be concerned principally with the youth of the land, for it is before manhood and womanhood are reached that prevention and cure of disease and rational body-building may be most effectively employed. This bill has as its fundamental aim to provide every person between the ages of six and eighteen the opportunity for periodic health examinations, practical instruction in the principles of healthful living, and training in physical activities which insure a high degree of resistance to disease and a properly coördinated, physically efficient body.

At this time, when we are only just beginning to learn how much the war has cost us and how long it will be before our debts are paid, any proposal to erect a new mechanism for physical training in this country would be opposed by the majority of American citizens. For this reason, and also because American schools are functioning more effectively than ever before, the existing educational system will be adapted to the physical education program, with the cooperation of departments of public health.

In framing this bill, the National Physical

Education Service and its advisers, drawn from every part of the country and representing every shade of intelligent opinion, have kept in mind the dual aim of safeguarding state autonomy and insuring, at the same time, that the work done will measure up to reasonable standards. No arbitrary authority is given to any federal or state official or department. Federal authority, as contrasted with state, is invoked only to administer the explicit provisions of the law.

It is realized by the framers and supporters of this bill that the sum to be appropriated by the federal government under the provisions of this proposed act—\$10,000,000—for the first year ending June 30, 1921—is not sufficient to insure the creation of adequate physical education machinery in all parts of the United States. Nor is the sum of \$1.00 per child for each subsequent year enough to care for its wants. Nevertheless, the bill fills a national need by initiating a system which will reach all the children and stimulate and draw out state and local resources so that ultimately a thorough system will be established.

The \$10,000,000 is proposed to be appropri-

ated to the states for the first year on the basis of school population according to the decennial census.

In order to benefit from the federal funds, the states are required to appropriate an equal amount, to provide physical education for all children between the ages of six and eighteen, and to report regularly on all work done, so that standards set by the law are maintained.

For this bill, its supporters state that its effect is to strengthen the national defense and improve public welfare. Therefore, it proposes legislation which is justifiable constitutionally.

Coöperation between the states and the federal government along educational lines was effected through the passage of the Smith-Lever and Smith-Hughes laws. This bill would follow

the precedent already established to the satisfaction of all concerned.

The bill calls for the minimum appropriation under which the federal government may administer the fund and give the maximum assistance to the states.

More than fifty national organizations have endorsed the movement for universal physical education.

France and England have taken national action for establishing physical education in those countries, as result of lessons learned during the war. Peru has taken similar action.

It is unthinkable that Congress and the American public will fail to appreciate the necessity of laying an adequate foundation for the health and physical fitness of the rising generation.

### The True Aim of the Woman's College

The standards and tendencies of women's colleges have been changing so fast in the fifty years since the first one opened, that it can only be likened to the change that has taken place in the economic and political position of women. Their aims have altered with the times, and are even now in their outward aspect being largely influenced by woman's larger entrance into world affairs.

The heads of women's colleges are constantly engaged in maintaining the scholarly purpose of their institutions, and at the same time modifying their curriculums to meet the demands of women who wish to take part in the practical work of the country. Women's colleges have gone far in meeting criticism and even open opposition on the part of highly cultured men, who saw in them a menace to womanhood.

From their institutions have gone forth women who have contributed greatly to the intellectual progress of the world, who have made themselves known as contributors to art, literature, science, and every branch of business and professional life. If it is the aim of the woman's college to prepare women to fill any position in active life which they may wish to attain, that purpose has been amply fulfilled.

There have been a great proportion of them, a proportion nearly as great as that among their sisters who did not have the advantage of a higher education, who have married and raised families, and in their homes and the circle of their friends have brought refinement of intellect and culture to make them fulfill to the utmost the highest function of womanhood. If it is the aim of the colleges to raise the intellectual standards of women, and to make them greater assets to their community and to their country that also has been amply fulfilled.

Just now that simple division of the destinies

of college women has been tremendously complicated by the larger part women are playing in the world of action, and by the recognition of the fact, by many, that a woman may be a good wife and mother and at the same time have some outside interest that enables her to make felt the strength of her personality. The modern college woman is becoming more and more dissatisfied with the narrow confines of her home, and while not falling short in her family duties or her companionship to her husband, is making for herself a field of individual endeavor to satisfy her intellectual desires. That has been largely contributed to, no doubt, by college training.

When the colleges first started, their work was to prove their necessity. There were many able men in New England who looked upon the higher education of women as positively indecent, as something that pushed them from their mid-Victorian pedestal of isolation and would sully their purity of mind by infecting it with worldly ideals. Rather amusing to look back at the horrified expressions of some of the sincerely solicitous males of those days. Higher education for women! Incredible!

And the effect was immediate upon the girls who entered these first colleges. They were in many cases hampered by the lack of as thorough elementary education as their brothers had had. Intense application to study was a new thing for their sex, with some curiously notable exceptions. They went at their work with a seriousness that proved their whole intention was to show men they had minds and knew how to use them.

Some of them could not keep up, some became ill from overwork, and carping critics and calamity howlers cried "I told you so," in a Cassandra-like way that made the girls all the more eager to prove their right to a higher

intellectual standing. That was the whole aim of the colleges in those days, to prove their right to existence, and they did so.

Firmly established, they turned their attention to the raising of their standards to the level of men's colleges. Insistence on mental equality made their curriculums more and more exacting. They showed that as the educational system for women improved they could with ease hold their own in intellectual work, and that their scholarship need in no case be inferior to that of men.

Women in America have always been the upholders of culture, according to Prof. Lucy M. Donnelly of Bryn Mawr, and the whole purpose of Bryn Mawr, Smith, Mt. Holyoke, Barnard and the early women's colleges has been to place beyond all question the intellectual attainments of their students. Higher mental training meant higher achievement in any field these women might enter. But the accent then was on pure scholarship, for about the only profession open to women was that of education. Cultured scholars, high minded and straight thinking women, that was the aim of the colleges when they had won recognition as an essential part of our educational system.

That is still the basic ideal of all women's colleges. It is modified, however, by world developments which have changed the situation of women so greatly. On the foundation of pure scholarship has been built a superstructure of more practical education, education to fit women for the special profession or business she may choose to enter, and one of the most interesting struggles in the colleges to-day is that between those who wish to preserve intact the old scholarly standards and those who wish to modify them to meet practical requirements.

The change is due partly to the success gained by some women trained to a high efficiency by college, which has increased the demand for them, but to greater degree by the changed economic conditions which made possible the incursion of women into business and professional life.

The granting of suffrage is the greatest indication of the changed status of women since the short time ago when it was feared that college work would drive them to nervous prostration and insanity. College women now run for office and play the practical game of politics with vigor and astuteness.

So the aim of women's colleges is again changing in its more external aspects. Colleges are adding practical training courses in education, industrial and social research, business methods, all branches of science, and the number of women who take their PhD. in some one of these branches is increasing every day. The accent now seems to be on the practical, but the heads of most women's colleges will say that that is only apparently true.

Culture is the refinement of morals, mind and the taste for the æsthetic, the aim of education is the refinement of intellectual standards and ideals, and it is these which are withstanding valiantly the onslaught of the practical in college courses. Women's educators contend that these must be at the back of any practical training, that without them women's education has failed in its purpose, no matter how great may be their material attainments.

There are some colleges, such as Bryn Mawr, for instance, which have no special courses for undergraduates, whose whole aim is the perfection of the cultured intellect, and Bryn Mawr women claim that their graduates are among the most able and clear thinking practical women now attaining prominence in the world's business. But, they point out, they take with them their high ideals, and their resourcefulness is a product of their intellectual achievement.

The aim has not been lowered, it has been modified. It is still the production of the highest and most efficient type of woman, whether she marries and takes her culture into the home, or goes into business and does an important part of the world's work. The world's needs have changed, the position of women has changed, and the outward forms of the college training have been changed, but the high standards and ideals behind them have not altered.

### Fatherless Children of Serbia

"The bravery and suffering of the Serbs during the late war are known in every household. None was a more faithful Ally than Serbia and the hardships endured for three long years, as well as the sacrifices made unhesitatingly, will forever stamp her people as one of the greatest in history.

"The desolation of Serbia is only surpassed by the needs of her people. The hundreds of thousands of fatherless children are calling upon the generosity of the rest of the civilized world for immediate relief. The bravest of

armies cannot survive the pangs of hunger, nor the stoutest of hearts the sufferings from exposure.

"I am confident that America, and particularly the great Commonwealth of Pennsylvania, will respond as promptly and as generously to the needs of this stricken country, as they always have in the past."

(Signed) WM. C. SPOUL,

Governor of the State of Pennsylvania.  
SERBIAN RELIEF COMMITTEE OF AMERICA,  
70 Fifth Avenue, New York City.



## Proposed Physical Education Programme for Local Meetings of the National Congress of Mothers and Parent Teachers' Association

PREPARED BY U. S. PUBLIC HEALTH SERVICE

In the following programme, suggested for local meetings, emphasis is laid upon the fundamentals of physical education rather than upon technical aspects. It is desirable that the subject be treated in such a way as to create interest in and sympathy for the physical movement in the United States:

### 1. WHAT IS PHYSICAL EDUCATION?

(a) By the state legislatures, physical education is defined in different ways. *New Jersey* lays emphasis upon training, and says it shall include "exercises, calisthenics, formation drills, instruction in personal and community health and safety, and in correcting and preventing bodily deficiency and such other features and details as may aid in carrying out these purposes, together with instruction as to the privileges and responsibilities of citizenship, as they relate to community and national welfare, etc."

*California* defines the aims of physical education as follows: "To develop organic vigor, provide neuromuscular training, promote bodily and mental poise, correct postural defects, secure the more advanced forms of coordination . . . to promote a hygienic school and home life, secure scientific sanitation of school buildings, playgrounds and athletic fields and equipment thereof." The subject is treated more broadly in the *physical education bill* submitted to Congress early this year. "The purpose and aim of physical education in the meaning of this act shall be: more fully and thoroughly to prepare the boys and girls of the nation for the duties and responsibilities of citizenship through the development of bodily vigor and endurance, muscular strength and skill, bodily and mental poise and such desirable moral and social qualities as courage, self-control, self-subordination, co-operation under leadership, and disciplined initiative." By writing to the Commissioner of Education or similar officer, information may be obtained regarding physical education in each state. (Stecher, W. A., "Modern viewpoints regarding physical education," *American Physical Education Review*, April, 1918.)

### 2. REASONS FOR INCREASING NEED OF PHYSICAL EDUCATION IN THE NATION

(a) Every year our industries call more and more people into offices, factories, and indoor establishments. The growth of the larger cities has been accompanied by scientific and engineering developments which substitute mechanical for physical exertion. We think in terms of labor-saving devices. Where manual or bodily exertion is a part of the industry, the

physical man is not developed harmoniously, and one set of muscles is likely to be strengthened at the expense of another. Even on the farm, where tradition credits the worker with better opportunities for physical development along normal lines, health standards are no better than they are in the city. In fact, many rural communities are unable to challenge the cities in this regard. Thus, whether the average American lives in the city or in the country, he encounters conditions which make for abnormal or subnormal physical growth.

These conditions are not confined to the adult American. School boys and girls, by reason of the fact that classes are becoming larger and schools more crowded, do not get the attention they should have. Even when physical training or education is in the curriculum, it often happens that the teacher is untrained or the period too short or that facilities are lacking. It is a far cry from the pioneer days of the United States when the physically efficient man was the only one who survived the onrush of Indian or wild animal and when the physically efficient woman was the only one who could bring up a family, make the clothing and cook the food—to the modern industrial age which substitutes mental or mechanical labor for physical effort and pays huge premiums to the man who can save a step or a motion of the hand. And in the transition most Americans have lost a large degree of that virility that characterized their ancestors. (This, in spite of the fact that by improved methods of attack on disease the doctors have managed to cut down the death rate.) Bibliography, *industrial age*. Seligman, E. R. A., Robinson, James H. Rural health, country boys not physically superior to city boys, *Journal of American Medical Association*, January 12, 1918.

### 3. WHAT THE WAR HAS TAUGHT US.

(a) That one quarter of the boys who applied for admittance to the S. A. T. C. in American Colleges during the war had to be rejected on account of physical unfitness;

(b) that one third of all the men called before the draft boards during the war were unfit for immediate active service. Of this one third, some were "salvaged" through development battalions and fitted for active duty, and others were able to do limited work. The rest were unable to do any kind of useful service for the army. Weeding out the inefficient and building up the semideficient was a gigantic task that retarded our military progress. But it had this effect, that it opened our eyes to the facts of National unfitness which we had chosen to ignore;

(c) that the people of Great Britain were no better off than we were during the war. Their neglect of the fundamentals of physical education, which is no more glaring than ours was, caused bitter but vain regrets during the war. (Bibliography: 1918 report Provost Marshal General Crowder. Small, W. S., *American Journal Public Health*, Nov., 1918.)

#### 4. WHAT OTHER COUNTRIES ARE DOING

*France* and *England* have provided for national physical education. The new education system in *England* makes liberal arrangements. In that country, greater attention is now being paid to outdoor classes for school children and summer camps. The leading medical and educational authorities are campaigning in behalf of physical education (the war has taught them the necessity for action). In *England* they are developing the children and are not waiting for disease to develop in the children.

*France* has been equally active in this work. Immense camps have been started. Although these establishments are primarily for the benefit of the boys and girls who became physically subnormal as result of experiences in the occupied regions, many other children will eventually use the camps. Besides the national programme, which is still being worked out, some of the French cities are taking a more scientific interest in physical education. American experts have been retained to set up physical training systems in French municipalities.

*Brazil* will have a new Ministry of Education and Public Health if the Brazilian Congress adopts a proposal made by President Pessoa, which now has been approved by the Public Health Commission of the Chamber of Deputies. The duties of the new department would be to instruct and educate the Brazilian people in health matters and to take steps to improve and educate the Brazilian people in health matters and to take steps to improve and conserve the vigor of the people. (*New York Tribune*, November 2, 1919.)

*Peru* is attacking the problem in a similar way.

*China* has invited American educators to adapt some of our physical education principles for use in Chinese schools. This program will take from twenty-five to thirty years to work out completely. Thousands of children are now enjoying a limited form of physical education. Some schools have contests in which all who are physically able must take part.

#### 5. THE NATIONAL MOVEMENT FOR UNIVERSAL PHYSICAL EDUCATION

From one end of the United States to the other, physical education is advocated as a social measure of primary importance. While the movement is being forwarded by the action of individuals and associations, as well as by cities, counties and states, it is gaining its greatest

impetus from the interest which State and National legislators are taking in it.

(a) *State Action*.—In 1918, six states passed compulsory physical education laws. These states were Washington, Oregon, Utah, Maine, Michigan, and Indiana. Between 1916 and 1918 eight states took action. These States were New York, New Jersey, Rhode Island, Illinois, Maryland, Delaware, Nevada and California. Thus, the movement has reached 29 per cent. of our states in four years. In the states of Kentucky, Louisiana, Massachusetts, Mississippi, North Carolina and Virginia, campaigns are now being waged for the purpose of obtaining state legislation. (Bibliography; promotion of physical education through state legislation: E. Dana Caulkins, addresses National Education Association, 1919, Vol. LVII.)

(b) *National Action*.—A number of national organizations are coöperating in the physical education campaign in this country. Among them are:—American Medical Association, American Physical Education Association, American Posture League, American Public Health Association, American Red Cross, American School Hygiene Association, Association of Physical Training Normal Schools, Athletic Research Society, Boy Scouts of America, Child Conservation League, Child Education Foundation, Child Health Organization, D. A. R., Elizabeth McCormick Memorial Fund, Girl Scouts, International Association of Rotary Clubs, Life Extension Institute, National Child Welfare Association, National Collegiate Athletic Association, National Congress of Mothers and Parent-Teachers Associations, National Council of Women, National Organization for Public Health Nursing, National Tuberculosis Association, Woodcraft League of America, Y. M. C. A. Physical Directors' Society.

The U. S. Commissioner of Education stimulated the organization of a National Committee on Physical Education, made up to representatives of more than fifty National organizations concerned with the conservation of child life and with the production of a vigorous and enduring citizenship. The Playground and Recreation Association of America has established the National Physical Education Service for the purpose of securing Congressional and State legislation and disseminating information regarding the movement. The National Education Association is supporting the Smith-Towner Bill, one section of which calls for an appropriation of \$20,000,000 for physical education, including health education and sanitation. The National Physical Education Service has introduced in Congress another bill, dealing exclusively with physical education. The Association and the Service are working in harmony, however, in this legislative attack. The measure drafted by the Service would enable the boys and girls of the United States to be more thoroughly pre-

pared for the duties of citizens through development of their bodily vigor and endurance. The system which would go into effect upon passage of this bill would provide comprehensive courses of physical training, periodical physical examinations, correction of defects, health supervision of schools and school children, practical instruction in the care of the body, and in the principles of health, hygienic school life, sanitary school buildings, playgrounds and athletic fields and equipment.

This proposed law would promote physical education in the United States by helping states to train and pay supervisors and teachers, including medical examiners and school nurses. For this purpose the bill would have Congress appropriate for the fiscal year ending June 30, 1921, the sum of \$10,000,000, but no money shall be apportioned to any state unless a sum equally as large shall be provided by the state or local authorities or by both for the same purpose. The \$10,000,000 would be allotted to the states in the proportion which the number of school children in each state bears to the total number of school children in the United States.

The bill also would set aside \$1 every year after 1920-1921 for every child of school age in each state which has accepted the provisions of the act. Under the terms of the bill, there would be created:

1. A division of physical education in the U. S. Bureau of Education (annual appropriation \$300,000);
2. A division of child hygiene in the Bureau of the U. S. Public Health Service (annual appropriation \$200,000).

A state department of education must within five years lay out a series of courses that will meet the needs of all the children of the state from six to eighteen years, and also must provide playgrounds, athletic fields, gymnasium and equipment necessary for physical education.

#### 6. HOW TO HELP ADVANCE THE CAUSE OF UNIVERSAL PHYSICAL EDUCATION

- (a) Get in touch with the campaign organizers in the various states (see enclosed list).
- (b) In local meetings, discuss the need for

physical education; register endorsement and report to state and national legislators, with specific reference to particular bills.

(c) Arrange to have the proper individuals personally interview state and national Legislators, explaining the importance of physical education and endeavoring to secure definite commitment to support of the legislation.

(d) All work done, or contemplated, should be reported to the National Physical Education Service, in order that the efforts of all individuals and organizations may be intelligently united.

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*Physical Culture Magazine*, December, 1919. Article by Marc A. Rose.

## PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR MARCH

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard or the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

### FIRST TOPIC—

President's Desk.—Physical Education Program, Page 209.

### SECOND TOPIC—(To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

### THIRD TOPIC—(To be assigned to third member).

Current Events on Child-Welfare from Child-Welfare Notes and elsewhere.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

## STATE NEWS

### ALABAMA

The Montgomery Mothers Circle has been actively engaged in organizing Parent-Teacher Associations in the schools of Montgomery. It still is continuing its work for the soldiers. Only one camp is left, the Aviation Repair Depot, but as the need for help has ceased to exist, the Mothers Circle has adopted a prison camp near the city. Christmas was celebrated in the camp with many useful gifts with the message, "Someone is thinking of you besides your own mother." A victrola with many records was given and the members frequently visit the camp and leave new records and uplifting books.

### ARIZONA

The Annual Conference of the Arizona Branch of the National Congress of Mothers and Parent-Teacher Associations will meet in Phoenix, March 8 and 9.

### PHOENIX

Creighton Parent-Teacher Association held its first fall meeting in September. It was decided to again provide hot lunches for the school children. A committee was appointed to secure a cook, and attend to any business

in connection with the lunches. Twenty dollars were drawn from the treasury to buy supplies.

The Hot Lunch Committee gave their report. A cook had been secured at \$2.50 per day, and over twenty dollars spent for utensils to replace those in use for several years. With the present high cost of supplies the lunch is now fifteen cents. It is the policy of the committee to furnish as nourishing a lunch as possible, at the lowest figure which will pay expenses, so far the plan has worked. At the November meeting a committee was appointed to arrange for a membership drive. The chairman of Home Economics read an interesting article by Anna Richardson on "Food Values and Proportions." The same plan as last year is to be carried out in regard to invitations to the meetings by school children. The room securing the largest representation at the meetings is given a book for the school library as a prize. A discussion as to how to raise money for the treasury called out several suggestions, and a Dollar Day was decided upon and a committee of arrangements appointed.

Creighton Parent-Teacher Association held an all day meeting at the schoolhouse in December. The members devoted most of the time to sewing for needy children in the district;



some garments were completed, and others taken into the homes to finish. After lunch, served by the school cook, a business meeting was held, and the Dollar Day contributions added a good sum to the treasury. The unusual ways in which the money was earned furnished much amusement as each one told her story. It was decided to have a special all-day meeting for sewing on the following week, as the needs of the unfortunate children was very urgent. On that day more garments were made, and outgrown articles of clothing in good repair contributed, so the immediate needs of the children were relieved.

In January one of our teachers gave a very instructive and interesting talk on "Methods in First Grade Teaching." Of the seventy, first-grade pupils in our school, this teacher has forty. She spoke first of discipline, and the impossibility of having a "Pin-Drop School Room." "Remember you were once a child and being just in your judgment, you would never do anything to antagonize the child. Make a study of each child and note characteristics, teach individually as far as possible. First lessons in reading are of great importance. Select a primer where words are grouped in short sentences in story form, the lines short and far apart, so the child can observe the whole line at once, and thus learn to read rapidly."

She also described the chart, and ways of dividing it, then having the children join the parts together. The talk was very helpful, and must bring parent, teacher and child nearer to each other. We hope later to have more of these talks by teachers in the other grades.

### CALIFORNIA

The Glendale Reading Circle have compiled a booklet of verses. At each meeting each member answered the roll-call with some verse. In the years in which they have been studying, these verses have been collected and now are in book form, and can be bought by those who desire them.

Los Angeles Federation of Parent-Teacher Associations reports great gain in membership in all the associations. Chairman of Scholarship reported that they are sustaining fourteen scholarships. Small weekly sales of clothing are held at the cottage where mothers' classes are conducted. These sales stimulate interest and help the rent on other cottages. The Dispensary Committee reported constantly increasing numbers cared for at the clinic. A Child-Welfare Day of Days will be started under the direct supervision of the Dispensary Committee. Influence has been used through the circulation of petitions to aid the passage of the Smith Towner Bill. There is wonderful spirit of coöperation among all the association.

Pasadena associations made excellent reports.

They now number twenty associations in twenty-two schools, the two not represented being Mexican schools. \$300 was realized from a paper drive to be used for their Milk Fund. Their City Commission donated \$50 for welfare work. Their has been fine coöperation of the Superintendent of Schools and the Board of Education. In South Pasadena they are holding evening meetings to get the fathers interested, and afternoon tea parties for membership drive. The last Federation Meeting in Pasadena was well attended. One association reported over 300 members, another reported ever mother in the school a member. The Waste Paper Drive resulted surprisingly. Some schools reported as much as \$45, which money is to be used to purchase milk for anemic children in Pasadena Schools.

San Gabriel membership drives are resulting very favorably. The new principal and the new corps of teachers are giving better support to the Parent-Teacher Association than it ever had. They are planning to furnish hot lunches to school children as soon as the promised gas is in. A sum of money was raised by an entertainment given for the Playground Fund to purchase some equipment.

Mrs. Wycoff, chairman of Patriotism of the First District Congress, suggested that wounded soldiers be invited to the homes so that children may not forget the gratitude we owe them.

The Legislation Committee considers that the best propaganda that can now go out is to encourage men to use the ballot, as but a small percentage is now voting.

The Recreation Committee held a conference at which time they decided that there is great need for providing recreation in the home. They recommend instilling into the minds of children that the expenditure of money does not mean a good time.

### CONNECTICUT

The new parent-teacher association of the Laurel Hill school of Norwich, which is one of the new clubs of the congress starts out with an enrollment of 49 members. Discussion on topics of vital interest to mothers are held and the club is most enthusiastic. The West Haven Mothers Club, which has been financing the teaching of sewing in the schools, has now taken the responsibility of purchasing the equipment for a child-welfare station to be under the charge of the director of Community Service. The Hartford Motherhood Club has had a very fine series of lectures on up-to-date matters of interest to mothers. The Parent-Teachers Club of Wapping starts out with 29 members, and they are raising funds for their work by giving a little play. The Mothers Neighborhood Circle of Hartford is engaging largely in Americanization work. The New Haven Woman's Club

was instrumental in rousing interest to prohibit a prize fight which had been widely advertised to take place in New Haven, and which the press at large strongly condemned taking the stand that other cities would not allow it and that it would be harmful to the morals and good order of the city. Through the publicity given to the matter public sentiment was so aroused that the chief of police revoked the license which had been issued. The West Haven Club is to have a benefit at one of the theaters, February 13, when the work of the National Congress will be given prominence on the screen and attention called to Child-Welfare Day.

### GEORGIA

Georgia will hold its annual convention in Macon on March 26. At that time the report of the membership campaign which has been in progress during the year will be given.

### IOWA

During the biennial convention of the Iowa congress held at the Iowa State College, Ames, the work of this organization, its high aim and purpose was so impressed upon delegates and visitors, that a new and larger interest, and a greater consecration to the cause of child welfare is manifest. From many sources there are offers of coöperation and willingness to serve in any way the extension of this most worthy cause, according to Mrs. Allen O. Ruste, past president.

As a national organization, since 1897, and as a state branch organized in 1900, this congress has opened the way for the great child welfare movement which today is so generally recognized and indorsed by every organization.

The national president, Mrs. Frederic Schoff, as chairman of the Child-Welfare Department of the National Council of Women has made this larger interest possible injecting into the thought and plans of every other woman's organization a place for child-welfare work. Mrs. Schoff's contact with other countries through international conferences held before the war had opened up possibilities which during the war period was intensified and extended by government provision.

#### FROM THE PRESIDENT'S REPORT

Items of interest and suggestions to the state organization were brought out in the president's report as follows:

The National Congress through its branches has been a pioneer promoter of the juvenile court and probation system to-day. It stands for the supervision of all children of school age under state and local boards of education.

There is great need for better administration of the probation system.

There is no work that requires more careful attention of the members of this congress than

the care of the wayward child, where a little help of the right kind at the right time may save them.

Every Parent-Teacher Association should have a committee on social welfare that would coöperate with the probation officer, the truant officer, and other moral welfare agencies in the community.

The congress inaugurated the first baby-saving campaigns in 1911 when state boards of health were asked to organize child hygiene divisions.

The congress urged upon experts the study and prevention of infant mortality.

It has been a pioneer promoter of playgrounds and supervised recreation.

It has directed the Home division of the bureau of education since 1912, now urging a home division to be incorporated in the Smith-Towner educational bill.

It is a live factor in the patrons department of the National Educational Association and a section of the superintendent's department in its midwinter conference.

In some states during the war period, the Congress took charge of the Children's Year Campaign under the Council of Defense, every state now actively engaged in carrying on and following up work along lines formerly established by the congress, now being made possible on a large scale through the correlation of many agencies and through the children's bureau, the federal agency, which is furnishing statistics and information, and disseminating widely this collective information.

When the Children's Bureau was treated as a federal agency in 1912, child-welfare campaigns, child-welfare exhibits and baby health contests were already in progress and had served to popularize the child-welfare movement so far that the bureau was from the very beginning swamped with requests for help and information along every line. A fitting climax of the children's year campaign, directed by the Children's Bureau was its regional conferences held last spring, which has developed a rate of proper standards as the minimum standards for child-welfare which every state should seek to acquire by legislation.

In the war camp community service, the congress is recognized as having done a distinguished service.

#### IOWA CONGRESS CONTRIBUTED

The Iowa congress has contributed a worthy part in the child-welfare movement in the state. It secured legislation for the juvenile court and prohibition system in 1906; conducted child-welfare campaigns in connection with the state fair, in 1911 taking the form of baby-saving; inaugurated the baby health contest movement in 1911; secured legislation for the woman's and children's building at the state fair in 1914; established parent-teacher round tables at each

of the district Teachers' Associations in 1915; cooperating with other state organizations took a leading part in securing legislative appropriation for child-welfare research station in 1917; and a prominent part in the campaign for a model vital statistics law.

The Iowa congress is closely affiliated with the Iowa Teachers' association represented on the child-welfare departments of Social Workers, W. C. T. U. Sunday School associations, the Inter-church council, and the Woman's Voters league.

It is establishing closer relations with the state local boards of health, and the state department of education.

Acknowledgment is due the extension divisions of Iowa University, Iowa State College, and Teachers College for cooperation, and in particular to the State University for its recent survey of state survey of Parent-Teacher Associations as well as the very attractive bulletin "Parent-Teacher Associations in Iowa," which has been given wide distribution and affords splendid recognition of parent-teacher work and its possibilities.

With a strong appeal to members of the congress to make good in their work during the year, the retiring president, Mrs. Allen O. Ruste said, "We believe that the parent-teachers associations is that democratic institution through which we must reach every home with a child, through the school. If we would undertake reconstruction at its foundation, we must build up the power of this institution, the voluntary, valuable cooperation of the patrons of the school to whom the school belongs. We must build up such programs as will give practical help in the care and training of the child—a program that will build up not only the physical welfare of the child, but also the moral and spiritual welfare, a program that will give to our boys and girls not only knowledge, but also adequate protection. To properly safeguard the youth is the great moral obligation every community must assume. A parent-teacher association can best point out this obligation and open the way for every community movement involving the welfare of the child."

#### NEWTON

At the Parent-Teacher meeting of the Central Washington School was the community room of Washington building, more than 200 parents and friends were present.

The plan of the association that parents visit the class rooms to see the pupils at work was well carried out and more than 150 visited the several rooms. Second grade showed 100 per cent. present and reward for the attendance was given to her class. The class having the largest percentage of mothers from Central School, at the close of the program received a growing plant. This reward was given to third grade.

At a recent state board meeting of the Iowa Congress of Mothers and Parent-Teacher Associations held in Des Moines, Mrs. J. A. Blanchard was elected as recording secretary.

Members of the board who were present from out of the city were: Miss Carolyn Forgrave, of Perry, president; Mrs. Charles Brenton, of Dallas Center, and Mrs. Allen O. Ruste, of Charles City, past presidents; Mrs. F. W. Beckman, treasurer, Ames; Mrs. W. M. Bailey, vice-president, from Atlantic and Mrs. J. E. Ridenour of Waterloo, former auditor.

In view of the customary observance of Child-Welfare Day, formerly known as Founders Day, February 17, a promotion committee was appointed to be headed by the president, Miss Forgrave, the vice-presidents cooperating. Plans include the history of the work of the congress, its place in the great child-welfare movement, an appeal for funds to support its fine headquarters in the capital city of Washington, a local appeal for a 100 per cent. membership and the consideration of how to do more effective local, state and national work for the cause of child welfare.

In accordance with a resolution adopted at the recent biennial convention to put on a statewide drive for membership and funds in 1920 to attain a paid membership of not less than 10,000 for Iowa in 1920. Mrs. J. E. Ridenour, of Waterloo, was made chairman of the membership and finance committee with power to appoint her committee to represent the different sections of the state. The five district chairmen are asked to cooperate as well as all council presidents.

As this was the first meeting for the organization of the new board, Mrs. A. O. Ruste, past president, gave a comprehensive report of the work of the congress with suggestions for the reorganization of departments, their functions and coordination, urging upon committee workers as well as officers such loyalty and service and coordination of effort as will make the year of 1920 a banner year and adequately meet the demands of the hour.

Mrs. Ruste as general chairman for the parent-teacher round tables of the district I. T. A. reported as follows:

Northeast district, April 2, at Cedar Rapids, Mrs. A. O. Ruste, Charles City, leader.

Southeast district, April 2, at Burlington, Mrs. E. E. Sherman, Keosauqua, leader.

Central district, April 2, at Des Moines, Mrs. A. W. Brett, of Des Moines, leader.

Southwest district, March 26, at Council Bluffs, Mrs. W. M. Bailey, of Atlantic, leader.

Northwest district, March 19, at Sioux City, Miss Caroline Nivling, of Sioux City, leader, March 19, at Fort Dodge, Mrs. George Keeney, Mallard, leader.

The following speakers have been secured for the series of meetings: Mrs. I. L. Hillis, Des



Moines on Iowa's part in the child-welfare movement; Dr. Jeannette Throckmorton, state board of health on social morality; Mrs. Max Mayer of Iowa City, on Americanization; and Miss Carolyn Forgrave, of Perry, on value of parent-teacher associations.

Mrs. R. B. Helser is president of Central Washington District.

### INDIANA

Christmas as celebrated in Indianapolis under the auspices of War Camp Community Service was a Yuletide long to be remembered by the residents of the Hoosier capitol, and was one, it is hoped, set a precedent for future holiday celebrations. War Camp Community Service had the assistance of the Park Board, Department of Municipal Recreation, The Little Theater Society, Americanization Department of The Parent Teacher Association, and other kindred organizations, making about one thousand participants.

Sixty-three groups of carolers—elderly and young men and women, groups of Boy Scouts, Girl Scouts, Sunday-school classes, public school classes and groups from factories—visited the residence sections of the city Christmas eve, singing in front of homes where a light in the window bade welcome. Due to previous publicity given the carolers, they found many lights, and although the caroling had been scheduled for two hours—six to eight P.M.—many of the groups sang long after this time.

One of the groups sang in front of a little cottage, because, as the leader said, "It looked so lonesome." An elderly lady came to the door, and asked them to sing for her bedridden husband. Both were strangers in the city, and informed the carolers that their singing was the first bit of friendliness they had received. The carol leader left her name, and a few days later, received a summons to the home. She found that the old gentleman had passed away, and learned that his last request was that the group of Christmas carolers—a Sunday-school class—sing at his funeral. His last request was complied with.

One of the groups visited a number of the hospitals, and charitable institutions of the city. A few days later, one of the Indianapolis papers published a letter from a lady, confined in one of the hospitals, expressing her gratitude for the carolers who sang outside the hospital, and told how much they had cheered her on the one night of the year when she wished most to be at home with her children.

The caroling brought many words of praise from residents of the city, and hopes that the custom will be perpetuated every Christmas Eve.

Carrying out the old English custom of caroling, and the presentation of plays at the Yuletide, a "miracle play" was given by two casts. The play was presented on motor trucks loaned

for the occasion by the military authorities at Fort Benjamin Harrison, and the play was rehearsed and directed by the director of The Little Theater Society.

One of the trucks started its tour of the city from a giant Christmas tree erected by the Municipal Recreation Department on the post office plaza. Seven stops were arranged for this truck, and a second truck, which started from one of the city parks, made six stops.

Christmas entertainments were given at the Immigrants Aid Association, one of the foreign settlement houses of the city, and in West Indianapolis, one of the suburbs, where the community spirit is very active. An entertainment was also arranged for the 20th U. S. Infantry stationed at Fort Benjamin Harrison, and the men stationed at the Aviation Repair Depot.

On New Year's Day, another entertainment was given at the Immigrants Aid Association, and one in that section of the city known as Haughville, where there is a settlement of about twelve hundred foreigners, mostly Slovians.

Together, the Christmas and New Year's entertainments kept the workers very busy, but the response from the residents of the city, the enthusiasm shown, and the support given by the local press, was so gratifying, that they are now planning entertainments in celebration of Lincoln's and Washington's birthdays.

### KANSAS

A resolution indorsing the enforcement of the law regarding medical inspection in the public schools of the state of Kansas was adopted at the all-day meeting of the executive board of the Kansas Branch of the National Congress of Mothers and Parent-Teacher Associations in Kansas City, Kans., January 10, Mrs. Codding, of Lansing, president, presiding. Miss Nell Crouse, superintendent of the Visiting Nurses Association of Kansas City, Kans., told of the work being done by them.

Medical inspection indorsement was prompted by complaints that have come to the attention of the association of a number of school boards in the state that have failed or refused to cooperate with boards of health in this most important matter.

Medical inspection in the schools will be urged and advocated at every opportunity.

A special conference will be held some time between April 1 and 10. At this time details will be arranged for continuance of the campaigns being conducted along the lines of "Child Hygiene," "Child Saving and Thrift," "Child-Welfare Day and Membership Extension" and "Commercialized Amusements," as indicated in Mrs. Codding's New Year Message.

The International Kindergarten Union convention is scheduled for Topeka on April 12,



and Miss June Chapman, chairman of the Kindergarten Committee of the association, is endeavoring to raise a \$1,500 fund to take care of the meeting. In a special report to the executive board at the Kansas City, Kans., meeting, she told of her plans and asked for coöperation and some assurance as to the amount of money she could depend upon receiving from each organization.

"The work often is very trying and sometimes very puzzling, but we find comfort and pleasure through the friendships we form of the children in our care . . . and the letters of appreciation from them, says Eva L. Corning, chairman of the Juvenile Court Committee, in a special report to the president.

The report further declares that in Topeka 181 girls were dealt with during the year in an official manner, but unofficially 107 girls were cared for in various ways, proper employment having been found for them and parents having been persuaded to change environment for them and social life and clubs through churches and social agencies having been planned for them.

Prospective millionaires are being trained in the schools of Leavenworth, where Ira J. Bright, chairman of the Child Saving and Thrift Committee, has inaugurated his campaign for the teaching of thrift on a broader basis than that implied in the saving of Thrift Stamps, War Saving Stamps, Baby Bonds, Liberty bonds, Liberty Loans, Victory Boys and Girls Funds and the like. For a number of years great emphasis has been placed on the teaching of thrift in the Leavenworth schools, where every pupil is graded on the effort he puts forth in the practice of thrift. This grade goes on his card just the same as that in arithmetic or history. But a broader conception of the term now is being stressed, it being interpreted to mean using everything one has, such as clothes, shoes, books, etc., in such a manner as to obtain the greatest good from them.

Mr. Bright contemplates spreading this propaganda throughout the state and already is arranging his plans for a comprehensive campaign through the Parent-Teacher Association.

Wonderful results have been obtained from dental inspections in the schools of Leavenworth county, according to a report to the Executive Board of the Kansas Branch, Mothers and Parent-Teacher Association. The county has been divided into ten districts and a dentist assigned each district. Already it has been noted as a result of these inspections, that in numerous cases the child with bad teeth is the child behind in his class work.

Two new Mothers Circles have been organized in Wichita through the efforts of Mrs. W. E. Lowder, 121 Roosevelt Ave., recording secretary of the state Parent-Teacher Associations. Parent Teacher Association work in Wichita has been

growing very rapidly during the year, three new associations recently having been organized.

Manhattan Parent-Teacher Associations, have outlined a big program for the year. Among other topics, they propose to discuss "Sex Education," "Use of Slang: How to Overcome," and "What Shall Our Boys and Girls Wear to School." Another topic of growing concern which will engage their attention is "When does Social Life become a Detriment to the School and the Development of the Pupil."

Mrs. Guy Varney, vice-president of the fifth district of the state Parent-Teacher Association writes from Manhattan that the associations of that city never are at a loss for speakers at their meetings, as volunteers from the state agricultural college always are available.

Miss Nell Crouch, superintendent of the Visiting Nurses Association of Kansas City, Kans., who is directing an investigation of the physical condition of pupils in the Kansas City, Kans., schools, has discovered that of the pupils thus far examined 75 per cent. are under weight.

Coffee drinking, often begun in infancy, she describes as one of the most frequent contributing causes for this condition.

The 1920 Slogan: A Parent-Teacher Association for every county of our state.

#### THE NEW YEAR'S MESSAGE

Mrs. J. K. Coddington, president of the Kansas Branch, National Congress of Mothers and Parent-Teacher Associations, breathes the spirit of Americanism in her New Year's Message, which follows.

We as an organization feel that the New Year is the time for stock-taking; for making a balance sheet of debits and credits and taking an inventory of our present day problems.

Your president feels that to every earnest member, thanks and commendation should be given for the excellent work accomplished for child betterment. To all who have had a part in making our young generation 100 per cent. American, we send our greetings for the New Year.

For the year 1920, may we realize the opportunities that come to us for service in the present reconstructive period.

The work of the National Congress of Mother and Parent-Teacher Associations primarily is patriotic, helping others better to help themselves. No child can do its best mentally and be physically handicapped. One hundred per cent. American means the best possible of every faculty.

Our public schools, with their many activities, should be training camps for the highest and most democratic citizenship, but our schools, called the bulwark of American social life, have been unable to stem the tide of illiteracy and defectiveness that threatens our national life. One

group of Americans is growing stronger, taller, healthier and better, while the other half is growing weaker, and steadily losing in stature, health and efficiency. Two hundred thousand of our soldiers, sent across the sea to fight for world democracy, could neither read nor write.

The head of the department of public health of New York has made a report that we now have in the United States 2,000,000 defectives and feeble-minded that have been classified, and another million that has not been classified because of the influence of their relatives.

We need better babies and more of them, stronger and healthier mothers, fewer illiterates, less defectives, more 100 per cent. Americans. To help accomplish this in our own state, we are planning a campaign of intensive work in four of our departments, as follows: Child Hygiene, Commercialized Amusements, Child Saving and Thrift, Child-Welfare Day and Membership Extension.

Believing that the family life of our communities needs strengthening and bringing together in a common interest we are especially interested in commercialized amusements and urge family nights at the movie shows in order that parents and children may spend their evening together and enjoy the same entertainment.

Our legislative program is to help strengthen the Mothers Pension bill, school age and truancy law, better pay for teachers, teachers' pensions, supervisor of health in all schools and other health measures, as indorsed by our state board of health.

At all times we will give the heartiest coöperation to our state board of health, as well as our state superintendent of public instruction and child-welfare department of our state.

We hope to bring to the Parent-Teacher Association a keener interest in the Smith-Lever plan of helpfulness, in making it possible for any Circle to have a trained and competent instructor in the department of Home Economics for a short period, the instructor to be sent from the division of College Extension, K. S. A. C.

We expect to make fuller use of the Smith-Hughes funds. Several schools in our state now are carrying the vocational training work, helping many a child to know the possibilities of their own constructive powers; all this through the aid of the Smith-Hughes bill.

We hope to further the interest in health supervision, until the health of every child is as carefully graded as the grading of his monthly report card.

Our slogan for this year is, a Parent-Teacher Association for Every County of Our State.

Our aim should be to make our work fit the need of each community, ever keeping in mind, the welfare and proper growth of the child, as our primary and fundamental purpose.

Having set our task and established our goal, we will not quit until we have made good.

#### FORM LETTER TO EDITORS.

##### *To the Editor:*

There is a Mothers and Parent-Teacher Association in your town, every member of which will be interested in this and other items having to do with Parent-Teacher Associations, which will come to your desk from time to time. It is the hope of this committee that you may be able to devote a column to the exposition of this news under a suitable "head" which may be "picked up" and thus become familiar to your readers. It will be the aim of this committee to provide copy for this column on or before the fifteenth of each month, and in the event of something especially important a special story whenever the occasion may arise.

##### *It costs you nothing.*

All that the Kansas Branch of Mothers and Parent-Teacher Association asks is that you lend your assistance through whatever space you may feel you can afford to the advancement of the wholesome and worthy objects and aims of this association. Can we count on it? A letter in reply to this will give us some encouragement and if there is any way in which we can coöperate with you, such as getting the matter to you two or three days before your day of publication, we will be glad to make an extra effort to oblige. If you have a club editor, we will be glad to coöperate with her in obtaining anything special which she may have in mind.

*This is for your children and mine; for the good of Kansas and the betterment of a nation.*

MRS. PARK F. WHITE,

*Chairman, Press and Publicity Committee.*

#### MASHACHUSETTS

The Parent-Teacher Associations of the state seem to be entering a new phase of development in being asked to assist in obtaining favorable action by the 1920 legislature.

The Commissioner of Education and the State Department of Health are working for the Health Education and School Nurses Bill and both organizations have asked the coöperation of the Massachusetts Parent-Teacher Associations, believing us to be the best fitted of any organizations in the state to work and influence favorably public opinion.

Mrs. William Tilton, our legislative committee woman, is the active chairman of the Health Education Committee with headquarters in the Little Building, Boston.

Miss Ruth Bottomley will organize active committees among the associations in Worcester County, Mrs. Summer Whitten will organize the Connecticut Valley, Mrs. Daniel Goss and Miss Julia Callahan are organizing the Lynn

District and Mrs. Lewis Hovey is working in the Northern Essex County field.

This general all-together work is a bit new for us but the different associations are rallying to the call and we mean to deserve the good opinion of our importance.

The proposed bill reads:

**BILL 1: PROPOSED MASSACHUSETTS HEALTH EDUCATION LAW, October, 1919**

1. The Department of Education, after consultation with State Department of Health, shall establish minimum rules and regulations and courses of instruction for the teaching of Health Education in the public schools and the normal schools of the commonwealth. This shall include instruction in personal and community health, and in physical activities related to healthful living and normal recreation.

2. The Commissioner of Education, with necessary associates, who shall be qualified to supervise and direct the work of health education and physical activity.

3. The director of health education shall, under the supervision of the Commissioner of Education, work in close coöperation with the school physicians, public health officers and civic agencies in promoting child welfare.

4. The school committees in cities and towns, or groups of towns, shall appoint a supervisor of health education, with necessary associates, who shall, under the direction of the school committee, establish, supervise and direct systematic courses of instruction in health and physical activity.

5. Each city and town, or group of towns, shall furnish adequate instruction and supervision to provide each pupil with a minimum of sixty minutes of systematic health instruction, physical exercise, and recess play during each school day. The school committee may arrange for the use of the school buildings and grounds after regular school hours as community centers for the promotion of healthy recreation.

6. The state shall appropriate annually to the State Department of Education a minimum of three cents per year per child (six to eighteen years of age) for the promotion, supervision and inspection of health instruction and directed activity.

The Central Council of Parent-Teacher Associations in Haverhill were appealed to recently to supply a woman candidate for the school board as no other local organization seemed to have available people. Accordingly Mrs. Leonard Kimball, president of the Rock Village Association, was nominated and elected by a handsome majority. Not the least significant point was the confidence of the public thus expressed in the local work of seventeen active associations.

The New England Council of Parent-Teacher Associations had a meeting in Providence, R. I., on January 6, following the mid-winter

meeting of the Rhode Island Branch on January 5.

Mrs. Remington, state president, gave a reception for the delegates and numbers of the Rhode Island Congress, also a charming luncheon for all the delegates.

The Cogswell-Greenleaf Parent-Teacher Association of Bradford made all necessary arrangements for a Girls' Health League to be formed by girls of the eighth grade. This group of forty girls will have ten lessons on the care of the baby. The class which will begin February 1 will be taught by Miss Pulsifer, our public school nurse.

The necessary books and material for demonstrations have been purchased by the association and the girls are greatly interested. Membership pins will be provided and at the end of the course there will be exhibition exercises and presentation of little diplomas.

### MISSOURI

#### **Parent Teacher Circles of Springfield, Mo., were active in much Civic Welfare in 1919**

The progress of the work of eighteen circles affiliated with the Springfield Council of the National Congress of Mothers and Parent-Teacher Associations is told in the annual report of the council, just completed by the secretary, Mrs. J. C. Du Buque. These eighteen circles now have a combined membership of 2,120. In telling of the work of the circles during the year, the report says:

"The Springfield Council includes the 17 circles representing the schools of the city and one rural circle, Sunshine. These eighteen circles have a total membership of 2120.

"The regular meetings of the Councils are held on the third Monday and are always open to the public. The Council serves as a medium to keep the circles in touch with the local work of the different circles, and also, the state and national work of the Congress.

"Mrs. J. B. McBride is serving the third year as Council president and under her most capable leadership the circles have been inspired to do most effective work in all phases of child welfare.

#### **RAISE THE STANDARDS OF HOME LIFE**

"The chief aim and purpose of the circles is to look after the needs of their own schools and coöperate with the principals and teachers in any work that is necessary to be done. Aside from this they take active part in all local movements that tend toward the uplifting of humanity and each circle worked hard for the recent school bond election and are ready at any time to re-enter another campaign. They have always supported the Greene County Home Bureau, having already subscribed more than 100 memberships this year. They coöperated with



the Greene County Health association during the recent drive to raise funds to help carry on the work of the association.

### THREE ANNUAL OBSERVANCES

"Three annual days are observed with great pride by the council and circles. February 17, known as Founders Day of the National Congress of Mothers and Parent-Teacher Associations, which was founded by Mrs. Theodore Birney, February 17, 1897. The Springfield Council anniversary is January 16. The council was organized seven years ago in the Phelps school building. Mrs. Wm. Rullkoetter was the first president.

"The annual fall luncheon known as the 'Principal Luncheon' is given by the council officers and the circle president in honor of the ward principals and a few invited guests.

"The council believes that the Parent-Teacher Associations give the fathers and mothers an opportunity to better educate themselves for intelligent home making and child nurture and to study community conditions affecting the welfare of the young with the purpose of arousing a sentiment of community responsibility."

The annual report of the schools is as follows:

"Rountree has a membership of 244. A community meeting in October netted the circle \$85 and \$200 was pledged to help equip the playground.

"The school medicine cabinet has been filled, some social service work was done. The fathers of the circle are planning to entertain the mothers at a community meeting soon.

"The circle gave room No. 1 a Christmas party because they secured the most members during the membership campaign. Eight memberships were secured for the home bureau. Mrs. Al White, 860 Pickwick, is the circle president.

### BAILEY CIRCLE

"Bailey has a paid membership of 310—the banner school in membership. Grade 8 won a picture for securing the most members during the recent membership campaign. A French orphan was readopted for another year. A benefit picture show was held at the Landers theater and \$35 was earned. A class in Home Hygiene was organized and the course was completed. The instructor was furnished by the Red Cross.

"The social service committee has done a splendid work among the needy families, shoes having been furnished to many children who would not have been able to be kept in school had they not been furnished them by the circle. Two pictures have been presented to the school. Five memberships were secured for the Greene County Home Bureau. Mrs. Homer Leeper, 417 W. Webster Street, is the circle president.

### BAILEY CIRCLE

"Berry has a paid membership of 26. Twenty-six children have been clothed during the year. All children in the ward have been looked after and kept in school. An electric grill was given to the teachers by the circle. Five memberships were secured for the Home Bureau. Several records for the school Victrola have been purchased.

"A community meeting and a country store were held in November and \$75 was cleared. Mrs. D. Aldridge, 1505 Sherman, is the circle president.

### BOYD CIRCLE

"Boyd has a paid membership of 217. One hundred of these members was secured by Mrs. J. H. O'Neil in a house-to-house canvass. A community meeting was held in October, largely attended by parents of the school. A carnival was given in November which was attended by 400 parents and \$128 was realized from the sale of various articles in the different booths.

"A picture was given to grade 7 for having the most parents register. Fifteen dollars in memberships was secured for the Home Bureau. A gift of \$10 was presented to the janitor for his services. Ten dollars was contributed to the fund for readopting a French orphan. An effort will be made soon to better the playground equipment. Mrs. V. O. Coltrane, 943 North Jefferson is the circle president.

### BOWERMAN CIRCLE

"Bowerman has a membership of 289. Clothing and shoes have been furnished to several children to keep them in school. Three community and social meetings have been held at which \$175 was earned. This circle met all summer bi-monthly and pieced quilts. A liberal fruit donation was made to the Welfare Home on Thanksgiving. Three dollars in memberships was secured for the Home Bureau. Mrs. Leonard Morris, 2121 Broad, is the circle president.

### CAMPBELL CIRCLE

"Campbell has a membership of 75. Before the first meeting in September the president with twelve other members made personal calls on each mother having children in school. These calls were for the purpose of presenting the aims of the Parent-Teacher Association and explaining the benefit to parents from the cooperation of parents and teachers. At the first meeting all new members were welcomed by the circle during the social hour when an informal reception was held.

"The Poor Fund Committee has clothed all needy children in school and also cared for one



family not in their jurisdiction. Twelve baskets of food were given to the poor on Thanksgiving.

"The Girls' Canning Club, under the direction of Mrs. Long, won first prize over the city schools who competed in the canning exhibit last summer. An electric grill was given by the circle to the teachers for their use. Five dollars in membership was secured for the Home Bureau. Mrs. Ward Morgan, 903 West Walnut, is the circle president."

### NEW JERSEY

The work of helping teachers in New Jersey has resulted in 100 per cent. improvement to the rural schools of the State, as viewed by Commissioner Calvin N. Kendall, of the Department of Public Instruction. That statement was made by Doctor Kendall in his annual report to the State Board of Education.

There are at present twenty-four helping teachers in the State, and this number, Doctor Kendall believes, should be increased to approximately thirty-five. One of the great difficulties in supplying additional helping teachers is the salary available.

### ECHOES FROM THE STATE MEETING

The general topics for the consideration of the convention this year were "Back to School" and "Stay in School" campaigns outlined by the Federal Children's Bureau. The object of this campaign was to show the value of an education to the citizen of tomorrow, and to make the parents and children realize that upon education depends the success or failure of the future working man.

"The most pitiful thing in the world is not starvation; it is the broken spirit," Mrs. Charles W. Stockton, of the women's committee of the Council of National Defense, said in addressing the conference of the New Jersey Congress of Mothers and the Parent-Teacher Association at the normal school. Her subject was "Back to School; Stay in School."

"Large places tell us they have truant officers," she continued. "Small towns tell us their children are well looked after. But what we want is to get the soul of the boy or girl back into the school, and that no truant officer can do. We need trained women, not volunteer workers, to ascertain the needs of the child and his mental inclination. Let the trained woman discover what the boy or girl is best fitted for, and see that the teachers understand it, too."

"One thing that volunteer workers can do in the 'back-to-the-school' movement is to investigate the number of pupils that enter the fifth grade in school, how many of these finish the eighth, discover why they did not finish. How many entered high school? Did they complete the course, and if not, why not?"

Mr. Roeder spoke of the Bible as the guide of life and credited the time of Moses as the starting point of education. In his speech Mr. Roeder pointed out that all children have some ideal, and in each child is the making of a certain kind of man or woman. All that is needed is that this ideal be brought out and developed. The bringing out of this ideal lies in the mother's power, and she should strive for a vision of the ideal in her particular child, so that its development may not be retarded.

At the afternoon session a drive was launched to raise \$112, the remainder of a subscription of \$500, which the congress desired to raise for the New Jersey College for Women at New Brunswick, this making the congress one of the founders of the college.

### MERCER COUNTY

*Trenton.*—Each association has given to the Hostess House in Washington, and \$87 to the Woman's College. The association took part in the Fourth of July pageant, representing all activities of the city; the symbol on the Congress pin was used for the tableaux.

Cadwalader School has won the cup for two years in succession, given by the Women's Club for best kept grounds cared for by the pupils.

A membership in Y. M. and Y. W. is given each year to boy and girl making greatest improvement during the year in the Cook School.

Community dances have been held in the school by the Columbus mothers, proceeds used to equip schoolyard and gymnasium.

Two trees were planted in the schoolyard by the DeCou Club, one for the boys who returned and the other for one who sleeps in France.

Deutzville Mothers' Club, many being foreign-born, have given their second piano to the school.

Franklin Mothers' Club is composed mostly of foreigners. They hold dances every Saturday night, the proceeds given to the Day Nursery.

Fifty dollars was given this year for prizes to pupils making most progress.

Princeton Association devoted one evening to Italian mothers, having a program they could understand, and serving refreshments.

All twenty-five clubs and associations have done most effective work in baby registration. In one district, largely foreign, the Mott School secured the prize of \$50 offered by the *Trenton Times* for largest number of babies born in 1918, the money to be used for baby welfare in that district.

Mothers' Clubs in churches is a very important part of county work; one church club held an all-day meeting, sewing for poor children in the morning. All the church clubs have done much for the poor. One gave a pageant, "The Rights of the Child," to which the fathers were invited.

## MORRIS COUNTY

School lunch rooms opened, industrial clubs formed and conducted by the association, circulating library established, Americanization meetings held in foreign communities, having a woman medical inspector, attendance officer and school nurse. Much assistance can be given the children through these Associations.

In back-to-the-school drive a sentiment aroused making Friday evening the children's evening, keeping them home through the week, with early retiring hours.

## WARREN COUNTY

Parent-Teacher Associations are becoming more and more popular each year in Warren county. In many places they are giving a boost to the schools, which no other agency has been able to do.

It is surprising to see the improvements brought about in the school life and in the community life wherever Associations have been organized.

In Phillipsburg there are now five associations—all very much alive and doing fine work. In the Lovell Building not long ago an art exhibit was held. Besides raising money for the purchase of pictures for the school, the exhibit was of educational value to the children and residents of the town. These associations have also furnished Victrolas, library books, pianos, etc., for the schools.

The Belvidere Association has equipped the school with aluminum ware for the domestic science department. Since there are some under-nourished children in the school, the association buys milk each day to be given to these children so badly needing it. A medicine cabinet and a hot water bottle have been given to add to the equipment to the rest room.

In Delaware Park and in Independence, a play called "How the Story Grew" was given by the women of the association. Both proved a great success. This was a good way to entertain the men on father's night, and also to raise funds for school purposes.

The fall meeting of the Warren County Congress of Mothers was held at Quaker Grove School. This one-room school and church in the old oak grove was an ideal place to enjoy the beautiful day of "October's Bright Blue Weather." Quaker Grove School is a good illustration of the progress which has been made in the schools within the last few years, a share of this progress being due to the work of the Parent-Teacher Association. Within the past three years this little rural school has been changed from an old forlorn building to an up-to-date comfortable place with new single, adjustable seats, new blackboards, new floor, new books, fresh paint, new pipeless heater, sandtable, burlap bulletin boards, good pictures

and Victrola, besides a kitchen cabinet, good water supply and sink, which make hot lunches possible. A garage has even been provided for the teacher's automobile.

Surely such progress shows that Parent-Teacher Associations are worth while.

## OHIO

The Ohio Branch of the National Congress of Mothers and Parent-Teacher Associations is taking an active part in a campaign to recruit more and better teachers.

It is also working for good roads.

It celebrated Child-Welfare Day by a membership drive.

It aims to have an organized supporting body of parents and others behind every school in Ohio, and each association linked up with State and National Congress of Mothers and Parent-Teacher Associations. Isolated, an association may easily stagnate or fail in its purpose. Supervision and keeping in touch with others over the country tends toward progress and development of a great community power for service.

Miss Ella Haas, vice-president at large, represents Ohio on the State Council of Women and Children in Industry.

The Columbus Parent-Teacher Association Council, which meets every second Tuesday at the Board of Education rooms, acts as a clearing house for the dozens of associations in town. Reports from these, a few each time, show very definitely the power they are for good throughout the city. Two examples of interest were Heyl Ave. and Main St. Parent-Teacher Associations which had large meetings and voted to join the Congress. Heyl reported giving a Christmas treat to each of their 667 children and a generous donation to the children's hospital. Main St. is beginning a nursery where large girls or mothers take turns in caring for the "tots," who must be brought along in order that parents may attend meetings. In view of the Thrift Drive, Main St. Parent-Teacher Association voted to bring such mending to meetings as would not interfere with attention.

If every association would bear in mind the slogan that "Your Child is not Safe until Every Child is Safe," much good for the community would be promoted and instead of asking "What shall we do?" the question would be, "What shall we do first?"

## OKLAHOMA

## IS IT WORTH WHILE

Every now and then you hear a doubting Thomas say: "After all, is the Parent-Teacher Association worth while? Is the game worth the candle?"

Is it even worth while to bring the Ten Commandments into the lives of our children?

Mrs. Fred Schoff, national president of Parent-Teacher Association, says that is the real aim.

Is it even worth while to make a careless, indifferent mother "Stop, Look and Listen," and send her back to her fireside and her flock with an awakened responsibility, a deeper realization of the sacred duties of motherhood?

United States Commissioner Philander Claxton made this statement: "If mothers could only realize that with more power than Almighty God do they forecast the destiny of their children, children who will some day look accusingly at them when there is none to plead their cause."

A Mothers Club rises to its real height when it is a child study circle, when it brings out the best qualities of motherhood and childhood when at the close of the meeting every mother can say: "I have today received something that makes me better understand my child and the school."

Superintendent Francis, Cleveland, Ohio, said: "The greatest peril which confronts our country is not war, but the unoccupied time of our boys and girls, and if parents do not awaken to the realization of this fact, our country is going on the rocks."

I wonder then if it is worth while for thinking women to get together and study how to take up the slack of our boys' and girls' time, study how they may have wholesome amusement and recreation without drifting from the homelife. We have all heard the saying "An idle brain is a devil's workshop."

Is it worth while to study the sad and glad epochs of our children's lives? The sad epochs do not usually occur during school hours. They occur during "mother hours," during the hour when mother is at the helm instead of teacher.

And yet, the mother was never better or more studious of the real good for her children than she is today.

It is harder for a mother today than it was thirty years ago. The telephone, the automobile, street car, electric lights, modern homes, the drama, the movie and "styles" have changed our lives from the placid days of thirty years ago, and these must be reckoned for and against. In these days of small families, the mother of but one child has a harder task to keep him from being narrow and warped, for he hasn't the association of brothers and sisters. Today psychologists and child experts are stressing as never before the religious education of our children. They are pleading with the motherhood of the nation to study and watch the awakening and development of our children's religious instinct. Why does the church of today have to labor so hard to teach children the love of God? Because of the indifference of parents. Father is home reading the funny paper and mother is home cooking a big Sunday dinner. The spiritual side of our youth is a big and vital part of their lives.

About a year ago one of our most able psy-

chologists made the statement: "The crime of the American mother is being away too much from her children." He said that a few social distractions were good for the mother, and it was better that she spend some time away from her children, providing they were well taken care of in her absence, but where is the good old-fashioned home-loving mother?

Is there an intangible something in the air which says, it is more "classy" for a woman to have her hands on the steering wheel of a super-six rather than on the steering bar of a baby perambulator? Is it more classy to be in the receiving line of Mrs. Smith's big reception than in the home receiving line when Johnny comes home from school with a black eye or Susan comes hurrying home from high school with her first love letter? She wants to show it to mother, but mother is not there, and when she does come she is so cross and nervous, for, of course, she wore her high-heeled shoes and they are just killing her. So there is no time or place for Susan's confidence and mother-shares take a drop on the home market of not less than 25 per cent.

Is it worth while to defend our country; is it worth while to raise the best kind of defenders? Is it worth while to teach our children to love as never before a certain penant of red and white with a field of blue; is it worth while to raise the cleanest possible lovers of that clean flag?

Not long ago, I read of a Yale student who the day after commencement sat down to think about his capabilities and his fitness for life. He summed up as follows: "I have a Yale diploma, and I can play the banjo and sing through my nose." Now it was not the fault of "good old Yale," that this young man's chief assets were his sheepskin, his banjo and his nose—Yale, in the zenith of her glory and usefulness, could not put into that young man the thing his mother left out—a purpose in life. It is a miracle when the schools put into any child the thing his mother left out, for the school can only supplement and complement the home.

I shall feel that any study is worth while if it enables me so to direct my child's life that "some day she may stand before the great judge when I cannot plead her cause, with shoulders that droop not, with feet that flag not, with eyes that flinch not; then shall I have my reward, then shall I have been mother."

## PENNSYLVANIA

An important meeting of the State Board of the Pennsylvania Congress of Mothers took place at Altoona on January 13, brought about by the request of Supt. S. H. Layton of the Altoona Schools that we assist him in organizing parent-teacher associations in the thirteen schools not yet organized. Three of the thirteen were organized on Monday evening, January

12, by Mrs. W. E. Greenwood, Mrs. Wm. Brice, Jr., and Mrs. E. E. Nierman—and the ten remaining schools on Tuesday evening, by Miss Mary Garrett, Miss Florence Dibert, Mrs. Edgar Weiner, Mrs. George Fockler, Mrs. Otis Keafer, and the State Treasurer, Corresponding Secretary and President—two of them covering two schools apiece. In spite of a blizzard, the attendance was excellent—and the interest most encouraging. A council of presidents will soon be called by Supt. Layton for an outline of policy and to affect a permanent organization for efficient guidance of Altoona's Parent-Teacher Association along the lines of this policy. The following presidents were elected by the various meetings of patrons:—Adams—Mr. M. A. Lawver, 5th Ave., 24th & 25th Street; Curtin—Mrs. Clayton G. Breneman, Broad Ave.; Fairview—Mrs. Brower, 314 21st Ave.; Franklin—Mrs. W. H. McIlvain, 2123 2d Ave.; Irving—Mrs. Claude A. Boltz, 1413 Third St.; Madison—Mrs. L. Barnard, 404 Fifth Ave.; Miller—J. V. Taylor, 1606 11th Ave. (not yet affiliated); Penn—Mrs. Robt. Wharton, 922 1st Ave.; Stevens—Mrs. C. W. Walters, 131 Crawford Ave.; Washington—Mrs. L. S. Musser, 715 First Ave.; Webster—Mrs. Norman Gee, 1529 9th St.; Wright—Mrs. H. C. Dern, 1221 14th Ave. (not yet affiliated).

At the Altoona meeting of the State Board, it was decided to publish a year-book of the Pennsylvania Congress of Mothers, just as soon as the Year Book Committee can get the material assembled. Every association is hereby urged to send the name of its president and other officers to the corresponding secretary, Mrs. Wm. J. Brice, Jr., Bedford, Pa., for publication in the Year Book. A circular letter will be sent to presidents, to be read at the next meeting—giving the items of the standard of excellence for parent-teacher associations, which were promised in the September letter. These items are as follows:

- (1) Membership—75 per cent. of parents whose children attend school.
- (2) One associate member (national and State Associate member—\$1.00 per year) for every ten local members.
- (3) Ten departments of work including publicity.
- (4) One subscription to CHILD-WELFARE MAGAZINE for every ten members.
- (5) Every department chairman to report to the next higher chairman.
- (6) Observance of Child Welfare Day, the program to consist of (a) An account of the founding of the Congress, (b) A message from the Department Chairman, (c) Results accomplished by Parent-Teacher Associations, (d) A gift to the National Congress of not less than \$5.
- (7) One meeting for each month of the school year.

In the February letter, attention will be called to the excellent letter and material sent out by our Child Hygiene Chairman, Dr. Anna Lebrade, of Erie, which furnishes every association with

the information for going ahead and cooperating with school authorities in establishing weighing and measuring of children in every school not already doing so, in the effort to combat malnutrition.

A new special committee has been established by the board—the Better Films Committee, in response to the growing sentiment in favor of interesting clean films for children to be shown on Friday nights and Saturday afternoons. Mr. Orrin Cocks, of the National Committee on Better Films, is cooperating with us by sending lists of good films and a plan of cooperation with local exhibitors to all your presidents, who are hereby urged to appoint a live sensible better films committee to secure this needed reform in your community.

The following resignations have been accepted with great regret by our State Board: Dr. Chas. A. Wagner, Miss Jane Pressley, Mrs. E. J. Armstrong, and Mrs. Anna Mount. Dr. L. E. McGinness has been removed by death. Three of these vacancies were filled at the Altoona meeting by the election of Miss Pearl McDonald, of State College, Mrs. John Somerville, of Robertsdale, and Mrs. J. C. Nupert, of Altoona, a member of the Wright School Mothers' Club—which has done such excellent work in its community.

Mrs. Loyd B. Shaw, of Riddleburg, Pa., head of the Mothers' Pension Board of Bedford Co., a new member of the State Board, was present at the Altoona meeting.

The Erie Parent-Teacher Associations are greatly aided in their work through the cooperation of the Board of Education and the City Superintendent. The programs for the year's meetings were printed by the East Junior High School First Year Class and were donated by the Board of Education. All school authorities are working in harmony and a spirit of appreciation with the Erie Council of Parent-Teacher Associations.

The Westmont Mothers Club December Meeting included a reception to the one hundred and eighteen new members secured through the campaign of the previous month and the outlined program. Committees for the Westmont Memorial Day Celebration were appointed at this meeting. In preparation, the teachers, under Miss Murphy's direction, will coach one or two school children in recitations and musical numbers, a prominent speaker will be secured and a band will supply the music. Veterans of the Civil War are invited through their Post, also a firing squad from the Sons of Veterans as well as the Ladies' Auxiliary. Automobiles will call for the veterans at their headquarters and other delegations will be met at the top of the Incline Plane and escorted to second Avenue, where the school children and hundreds of citizens will be waiting in line of march. Our objective will be the Soldiers' and Sailors' Plot



in Grandview Cemetery, at which place our program will be carried out. At its conclusion buglers will announce the distribution of flowers which have been brought by the children to all soldiers' graves.

Last year, a day was set aside as Violet Day, and this promises to be perpetuated. On seeing many violets in the fields surrounding Westmont, it was suggested that these be gathered by the children and distributed among the hospital patients. The suggestion was all that was needed, for the next morning more than a bushel of violets were brought to the school building in neat bunches of all sizes. They were distributed by a committee of ladies to every hospital patient in Johnstown.

At present, the Mothers Club is furnishing three quarts of milk daily to under-nourished children.

At the November meeting they voted to join the Pennsylvania Branch of the National Congress of Mothers and Parent-Teacher Associations, and they feel that they have been very much helped by the literature given by the National.

With the school and the children of Westmont their first interest, the Mothers Club of Westmont sees in the future an opportunity to help Westmont in a big civic way.

#### **Parent-Teacher Body of Geistown has fine meeting**

The Geistown Parent-Teacher Association expects to place a library in the school for all pupils, teachers and parents.

Mrs. Nathan Oldham, chairman of the Child Hygiene Committee, has ordered 100 score cards, to begin a "Modern Health Crusade" among all the pupils.

Negotiations are under way for the exhibit of an educational film, "Thomas Jefferson Morgan," which will be loaned by the Curtis Publishing Company, of Philadelphia.

The Sewing Club, which meets every fortnight at the high school, under supervision of Miss Jeanette Leatherman, of State College, and Mrs. John Duryea, is making rapid progress. There is only one drawback—the building does not contain water supply and pupils are unable to wash their hands as often as is necessary. The citizens hope it won't be long until better facilities may be afforded. It is said something must be done soon, or all progress will discontinue and interest will lag, and that Geistown must have a new schoolhouse.

The children's code of morals, prepared by William J. Hutchins, and accepted by the National Institute for Moral Instruction, was also adopted for the association, to make it a study in the schools and in the homes.

This code consists of ten laws: First, "The Law of Health;" second, "The Law of Self

Control;" third, "The Law of Self Reliance;" fourth, "The Law of Reliability;" fifth, "The Law of Clean Play;" sixth, "The Law of Duty;" seventh, "The Law of Good Workmanship;" eighth, "The Law of Team-work;" ninth, "The Law of Kindness;" tenth, "The Law of Loyalty."

The organization also voted to buy fine large portraits of the nation's great statesmen, three of George Washington and three of Abraham Lincoln, to be presented to the school. The banner was awarded to Alfred Hershberger's room for having the largest representation of parents at the meeting.

The meeting was closed with a very interesting program. The three readings from CHILD-WELFARE MAGAZINE—"When Dreams Come True," "Practical Education in Connection with Motion Pictures" and "Cultivate Your Child's Confidence and Be His Closest Friend," were read by Mrs. Frank Schreyer and Miss Ella Rigby. The topic, "Parent-Teacher Coöperation," was discussed by Miss Edith Gramblang, a teacher; Alfred Hershberger, a teacher, and the Rev. J. T. Shaffer, of Geistown. Many interesting points were brought out by these speakers, including deportment, health, tardiness, reports of averages, criticisms about teachers, how to select a library in the home, in all of which a parent can coöperate with a teacher for home and school.

Child-Welfare Day or the birthday of the Congress of Mothers, was celebrated with an open meeting Tuesday evening, February 17, at Richland High School.

#### **ERIE**

*Program, 1919-1920: The Parent-Teacher Associations of Erie, Pa. The Presidents' Council Meets the Fourth Monday of Each Month in the Public Library.*

Associations are organized in the following schools: Burns School, second Wednesday; Burton School, fourth Wednesday; Emerson School, second Monday; Garfield School, fourth Thursday; Gridley School, third Monday; Irving School, second Thursday; Jefferson School, second Friday; Lawrence Park School, second Wednesday; Longfellow School, second Monday; Marshall School, third Wednesday; McKinley School, first Friday; Penn School, third Wednesday; Perry School, second Wednesday; Washington School, second Wednesday; Wayne School, third Tuesday; High School, first Thursday. Join the association located in your district.

*October.*—"Getting acquainted" Meeting.

*November.*—Opportunity for service. (1) Aims and purposes of Parent-Teacher Association reviewed. (2) Is our Parent-Teacher Association functioning? (3) Socializing our Parent-Teacher Association. (4) Plans for increased membership. "Every parent a mem-

ber." (5) How we can cooperate in school affairs. (a) In Americanization, (b) in work of Student Counsellors, (c) in home study, (d) by encouraging punctuality and regularity of attendance, (e) in vocational work, (f) in night schools, (g) by discouraging the habit of having pupils dismissed before close of session (discussion), (h) by interpreting to the home the work, aims and plans of the school.

*December.*—The Public Library and its Relation to Home and School. (1) Library Extension. (a) Reading courses for parents with emphasis on books on child study, (b) what shall our children read? (c) value of reading aloud. (2) Selection of children's Christmas books. (3) Are the movies discouraging the reading of good books? (4) The newspaper in the home. (5) Community Story Hour for children.

*January.*—Health Assurance and Insurance. (1) School Gymnastics. (a) How parents can further improve health conditions by cooperating with physical director. (b) Attention to individual needs. (2) Work for improved posture: (a) Charting of spines of students for later comparison. (b) habits of posture, (c) flat feet, (d) comfortable clothing. (3) Value of folk dances. (4) Nutrition clinics: (a) Use of weighing scales, (b) malnutrition and the remedy—(i) education, (ii) material assistance, (iii) simple menus for children. (5) The use of "health plays" in public health education. (6) Medical inspection in the school. (7) Cooperation with all public health agencies.

*February.*—Training for Citizenship. (1) American citizenship safeguarded by the American home. (a) Need of civic ideals in the home, (b) office of school life in forming civic ideals, (c) father's part in son's citizenship. (2) Thrift. (a) Savings accounts, allowances, etc. (3) Qualities of character to be developed. (a) Self government, trustworthiness, etc. (4) How the school and the city are maintained. (5) Our city. (a) Planting and care of trees, (b) beautifying unsightly places, (c) cleaning up vacant property, (d) care of surroundings of home and school, (e) interesting our children in local social service movements. (6) Boy Scouts and similar girls' organizations.

Recognition of anniversary of founding of National Congress of Mothers and Parent-Teacher Association.

*March.*—Problems of the "Teen Age." (1) Need of careful study of and preparation for this period by both parents and teachers. (2) The physical aspect. (3) Safeguarding the health of the adolescent. (4) Confidential relations between parents and children. (5) The problem of clothes. (6) The adolescent as a social factor. (a) The boy and his gang; developing leadership and activity. (b) Various boys' clubs, athletics, etc. (c) Guiding the social instinct. (7) The spirit of youth and the city streets. (a) Criminal ten-

dency in children, aggravated by ignorant, unwise methods of parents, (b) juvenile courts. (8) What is being done in our city for the moral protection of boys and girls? (9) The work of the Student Counsellors.

*April.*—Cultural Education. (1) Nature study in home and school. (a) Its cultural value, (b) its economic value, (c) its value as a resource for later life, (d) as an aid to mothers in teaching truth, (e) understanding of nature poets, (f) value of pets. (2) Developing the child's æsthetic nature. (a) Music, (b) literature, (c) Pictures, (d) architecture, (e) the dramatic instinct. (3) Community Art League.

*May.*—Recreation. (1) The stories we tell our children. (a) Their physical, intellectual, social and moral value. (2) Children's play. (a) A plea for better understanding of children, play, (b) home neglect of the value of play, (c) simple devices for home play, (d) the fallacy of the mechanical toy, (e) games that educate, (f) teaching children to be good losers and honest winners, (g) supervised play. (3) The collecting fads of children. (4) Play as an introduction to industry, and as a factor in character development. (5) Children's Educational Theatre.

*June.*—Vacation Thoughts. (1) All-year-round schools. (2) Juvenile accidents in vacation as compared to those of school year. (3) Vacation work for children. (4) Boys' and Girls' supervised camps.

*Officers of the Presidents' Council.*—President, MRS. O. S. RIBLET; 1st Vice-president, MRS. J. M. HORNER; 2d Vice-President, MRS. LEWIS BUSICK; 3d Vice-President, MRS. C. M. HATCH; Recording Secretary, MRS. J. A. BOWERS; Corresponding Secretary, MRS. H. P. WELLER; Treasurer, MRS. CHARLES DEHNERT; Auditor, MRS. MILTON BOWLEY.

*Chairmen of Departments.*—Publicity, MRS. E. J. ARMSTRONG; Hygiene, DR. ANNA M. SCHRADER; Home Economics, MRS. J. J. GIFFORD; Education, MRS. J. D. STERRETT; Founders' Day, MRS. A. J. DAWLEY; Legislation, Miss JANE PRESSLEY.

## TENNESSEE

Knoxville Parent-Teacher Associations have accomplished much in the fall of 1919. Brownlaw School stresses the bringing in of fathers' interest by having a special night program. The high school enjoyed lectures on proper clothing for its pupils, physical training and proper ventilation for the school room. A wonderfully successful senior carnival was held. Proceeds were more than \$300. Bell House and Hampton Sydney Schools conducted rummage sales to keep the poorer children in clothes and shoes. Junior Red Cross Work is carried on in all the schools. Bell Morris, the "baby" school in the Tennessee Congress, is most active. Lunches are served and the welfare work is being

organized on an extensive scale. The Government Thrift Movement has also been taken up. "Bundle Day" is a most successful movement in Knoxville schools. The children bring clothing and food to be sent to the poor. The Central Council of Parent-Teacher Associations is certainly a live wire, accomplishing anything they undertake. The membership of the council is composed of the presidents and their boards of the ward associations. Helpful plans and suggestions are brought out here to be carried back to the individual associations.

Lenoir City High School Parent-Teacher Association is using its efforts to equip their Library for the big drive of the year 1920.

### WASHINGTON

Our campaign of 10,000 members by July 1st received concrete support when the Board of Managers, in their meeting held October 30, 1919, in Seattle, voted to publish a pamphlet on organization to be mailed to the principal of every school in the state. This pamphlet contains detailed information on how to organize Parent-Teacher Associations, Pre-School Circles, City Councils and County Divisions, as well as the uniform constitutions for each type of circle, outline programs and suggestions for officers.

There are about 1,500 schools in the state and our object is to place in each school the information so often asked for concerning the work and organization of circles. In the past this has necessitated the writing of long personal letters from the Extension Department and state officers, which have never covered all the points that will be covered in the pamphlet. There has been much need of such a pamphlet since the exhaustion of those issued in 1917 on Parent-Teacher Associations, by Mrs. Josephine Preston, State Superintendent of Public Instruction.

On account of the growth of the work it is imperative that teachers and parents be informed as to the real purposes and high ideals of parent-teacher work and it is surprising to learn of the many different conceptions that are prevalent. There are some circles in schools calling themselves parent-teacher Associations that are not doing parent-teacher work. We are anxious that all new circles get started in the right direction and that those existing adopt the uniform constitution, thereby becoming affiliated with the State Branch. Only in this way can we unify our efforts to accomplish our aims and purposes.

The president of the Washington State Branch had the good fortune to be able to visit several circles over the state during the month of October and gathered much information and inspiration from her trip. It would be impossible to write of the many pleasant incidents and courtesies attendant upon her visits, but she passes on to you some of the outstanding features with which she was impressed, with the hope that they may help other circles.

Wenatchee was the first city visited. All five of their schools are now organized and there were plans on foot for a City Council and County Division. Officers were anxious for information and help that would carry their work to every parent in the district.

The Chelan County Teachers' Institute was being held at the time and after addressing them at a reception given by the Parent-Teacher Associations in the Chamber of Commerce, a large number of the teachers expressed a desire for Parent-Teacher Associations in their schools. Many of them did not know the objects for which we are organized.

The outstanding feature at Wenatchee was the interest that the parents felt in the Teachers' Institute and it is suggested that Parent-Teacher Associations over the state take a greater interest in these institutes, particularly making it possible for parents and teachers to meet en masse at least once a year in each county. Such an informal evening reception as was held at Wenatchee will create a feeling of sociability between teachers and the community that will be invaluable to both.

The Tacoma Council of Pre-School Circles also held a meeting at which your president was present. Here the questions of interest to parents of children under school age are discussed. If every parent could have the help so much needed in the period between birth and six years of age there is no doubt but that many of the problems now arising in the schools would be unknown. The keen interest of these mothers of young children cannot but bear fruit in the added understanding of the child mind. Many have had the experience gained by raising large families and are ready to share it with the young mother on the threshold.

This is the foundation of our work. The Pre-School Circle mother becomes the Parent-Teacher member when her child reaches school age.

A feature of our work which should be developed to a greater degree is the social activity. Probably one of the finest demonstrations of the success of this branch of the work was a "tea" given by the members of the Bryant School Circle in Tacoma when about 100 parents and teachers of the school came together at one of the homes for a social hour.

The relationship of teacher and parent at such an affair is at once placed upon a common basis. The teacher in our home sometimes appears quite different from what she is in the school house surrounded by books, desks and blackboards. Not that she really is a different person, but that we see her in a different light and discover many virtues and characteristics that we might never give her credit for. Possibly the same may be said about the parents, and there is no doubt but that the teacher understands them better after such a pleasant and

enjoyable afternoon and the mutual conclusion reached is that though we may have different standards and different stations we are, after all, "just folk."

Possibly your circle needs some such spirit injected into it and a "tea" would be well worth trying. Every parent in the school as well as every teacher should be invited and, except for a little music, no program should be attempted, but parents and teachers given an opportunity to do some real "visiting." There is something about "breaking bread" with each other that seems to open up new channels of sympathy and understanding.

The meeting of the Grant School Parent-Teacher Association was particularly marked for the efficiency and ease of its presiding officers. The choice of officers often makes or mars the whole organization. The atmosphere of the meeting is created almost entirely by presiding officers. A happy disposition and confident demeanor put members at their ease and bring out a response that is never present otherwise.

The plan which this circle follows, of having the secretary and treasurer seated at a table at the entrance of the meeting place for half an hour before the time for opening, is one that your president passes along to others with her hearty recommendation. Dues and new members are taken at this time, rather than after the meeting, which is preferable, for after the meeting everyone is in a hurry to depart.

The feeling of good fellowship and cheerfulness pervading the meeting showed plainly the reason for the success of this circle. An informal social hour, with headquarters in the well equipped school lunch room, again demonstrated the beneficent results of "breaking bread" with friends.

At Kenndale, last year's banner circle with its 186 members, the real pioneer spirit was personified. The good things undertaken and accomplished by this circle are many and varied. They are blessed with an unusual amount of

musical talent, and good Parent-Teacher leaders. An evening with a rural circle of this type shows how necessary is the school house as a community center, and makes one wonder at the things accomplished by parents and teachers organized. Here the school house takes on a personal air which is almost unknown in large cities with its many other meeting places and attractions. The framed picture of the delegates to the 1919 State convention was not unnoticed by those of us who attended this meeting. The fact that one of the members has composed and dedicated a piece of music to the circle is only another demonstration of the personal touch and interest that was so evident.

The State Convention will be held in Bellingham, Wash., May 5, 6 and 7. Plans are being carefully worked out for its entertainment by the Central Council of Bellingham.

A music festival given by the school children of the city is to be a feature. Four hundred delegates from various parts of the state are expected.

An encouraging feature of Parent-Teacher work in Whatcom County (in which Bellingham is located) is the increasing number of associations being formed in rural districts.

All of the city associations are active. The Eureka, Washington and Larrabee Circles are all backing the hot lunch plan for school children. The Eureka Circle is considering the purchase of a motion picture machine for the school, and the Sehome chapter recently added seventy-five members to its roll call.

The Central Council is planning employment of a school physician and a school clinic to assist the regular school nurse in caring for the health of the children.

The Central Council is supporting to the limit the various county and city officials in their efforts to enforce the various ordinances and laws relating to the moral safeguarding of juveniles.